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ABSTRACT

Presentations and discussions held during the 3-day meeting center on the education of librarians to meet the needs of handicapped individuals. The keynote address reviews legislation and agencies dealing with disabled persons, as well as library education on services to the handicapped. Other presentations include a historical review of the National Library Services for the Blind and Physically Handicapped; the results of an attitude survey of librarians toward disabled persons; a discussion on incorporating instruction for service to blind and handicapped individuals into the library science curriculum; a description of the University of Minnesota's course on library information service for the handicapped; a discussion of independence for disabled persons within the context of their disabilities; a program description of library and information service for handicapped individuals in San Francisco; and suggestions to library schools to enhance capabilities of people serving the disabled. Reports of discussion groups and recommendations to the Association of American Library Schools, American Library Association, and the Round Table of Libraries for the Blind are included. Appended are recommendations of a group of participants who met informally after the symposium, recommendations reported to the International Federation of Library Associations, and symposium participants. (RBF)

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Summary proceedings of a symposium on educating librarians and information scientists to provide information and library services to blind and physically handicapped individuals

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National Library Service for the Blind and Physically Handicapped

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Summary proceedings of a symposium on educating librarians and information scientists to provide information and library services to blind and physically handicapped individuals

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Edited by Krandall Kraus and Eleanor Biscoe

July 2—4, 1981
San Francisco Public Library Communications Center,
San Francisco, California

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Contents

Preface Elizabeth W. Stone and Frank Kurt Cylke

Addresses

Keynote Address, Ruth Velleman 1

A History of the National Library Service for the Blind and Physically Handicapped, Jim McGinnis 4

Results of an Attitudinal Survey, Henry Dequin and Sylvai Faibisoff 6

Incorporating Instruction for Service to Blind and Handicapped Individuals into Library School Curriculums, Gerald Jahoda 10

Library and Information Services for Handicapped Individuals: The Curriculum at the University of Minnesota, Harris McClaskey 11

Independence for Disabled Persons within the Context of Their Disabilities, Eleanor Biscoe .. 12

Library and Information Services for Blind and Physically Handicapped Individuals in San Francisco, Leslie Eldridge 15

Dinner Address: A Menu of Suggestions to Library Schools That Could Enhance the Capabilities of New Professionals to Serve Disabled People, Carmela Ruby 18

Discussion

Discussion Groups: Moderator, Elizabeth Stone 21

Group 1 Report, Gerald Jahoda, Coordinator 21

Group 2 Report, Harris McClaskey, Coordinator 22

Comments 24

Recommendations for the Association of American Library Schools, the American Library Association, and the Round Table of Libraries for the Blind 28

Concluding Remarks, Phyllis Dalton 31

Appendixes

Appendix A: Summary of Recommendations from a Group of Participants Who Met Informally after the Symposium 33

Appendix B: Recommendations Reported to the International Federation of Library Associations 34

Appendix C: Symposium Participants 34

Preface

There has been no consensus as to what academic programs best prepare librarians to serve handicapped individuals. Motivated by the designation of 1981 as the International Year of Disabled Persons, the conceivers of the "Symposium on Educating Librarians and Information Scientists to Provide Information and Library Services to Blind and Physically Handicapped Individuals" considered the competencies required in librarians who develop and provide service to blind and physically handicapped individuals. As a result, a gathering of academics and practitioners was proposed.

It was agreed that six specific questions would be addressed:

1. What information needs of handicapped individuals can be met by library services?
2. What knowledge, attitudes, and competencies should librarians have to meet these needs?
3. What should be the role of library education programs in preparing librarians to serve?
4. What future trends must be considered in developing programs?
5. Why should library education programs add this issue to an already long list of concerns demanding attention in our rapidly changing society?
6. What is the "ideal" educational program for training librarians to serve handicapped individuals?

This volume is a summary record of presentations and discussions held during the three-day meeting.

Conclusions and recommendations for appropriate action are noted.

Elizabeth W. Stone
Frank Kurt Cylke

Addresses

FRANK KURT CYLKE: Our purpose in this symposium is to formulate recommendations for action by the various library schools and to try to work internationally through the International Federation of Library Associations (IFLA), where we have approximately 90 countries represented. In the past 5 years, a plethora of materials has appeared about the handicapped, especially the blind. Ruth Velleman's book *Serving Physically Disabled People* is an outstanding contribution to our field, so we are happy to have her as our keynote speaker for this symposium.

Keynote Address

RUTH VELLEMAN: We have come a long way. Our progress is really incredible when you stop to think about it. We have come from the 19th-century asylums and poorhouses and back rooms to the International Year of Disabled Persons. We have come from establishment by Congress in 1860 of the first national centers—the American Printing House for the Blind and Gallaudet College—to the advent of the microcomputer, which has made possible a first generation of electronic aids never before imagined for the severely physically disabled.

We have come a long way, from the portrayal of disabled people as objects of pity to be overprotected, rejected, or completely depersonalized, to the slowly changing attitudes we have seen in these past 4 years. We see evidence of changed attitudes in positive media portrayals, in education and job opportunities, and in independent living projects. Disabled people have really come into the mainstream. So I would like to spend some time reviewing how we got where we are.

Early in the 20th century, we laid the foundation for our current special education and rehabilitation programs, and those are the two streams that influence disabled people: education for our children and rehabilitation for children and adults so they can function to the maximum level of their capacities. The first vocational rehabilitation programs were established in 1918 after World War I; most of them involved use of prosthetics for the returning veterans. In 1919 the Easter Seal Society, the oldest of our information services, was established. The Society still puts out rehabilitation literature. Unfortunately, the Society lost its library as a result of funding problems, but it still operates all over the United States.

In the 1920's, our earliest parent groups, founded by parents of children who were not getting appropriate services, were established. It was the 1970's before groups were founded by parents of children in my school. In the meantime the Council for Exceptional Children was established in the 1920's, as was the Bureau of Special Education in Washington, D.C. In the early 1930's, the National Library Service for the Blind was established and later its services were extended to all physically handicapped persons.

In the 1940's the President's Committee on Employment of the Handicapped was established. The great librarian Emerson Greenway established our Library Committee within the President's Committee in 1959. It still functions, and some of us are members of the Library Committee. The first Office of Vocational Rehabilitation was established in the 1940's.

Most landmark legislation was passed in the 1970's as a result of the groundwork laid in the 1950's and 1960's. What many people do not realize is that the Rehabilitation Act of 1973, Public Law 93–112, was based on earlier vocational rehabilitation acts which established offices of vocational rehabilitation all over the country. Section 501 of Public Law 93–112 mandated employment of disabled people in government. Section 502 created the Architectural Transportation Compliance Board, which put teeth into a 1968 law that had never been enforced. If currently proposed budget cuts go through, however, the board will be eliminated in 1982.

Section 503 of Public Law 93–112 contains an equal access clause which states that any business receiving funds from the Federal Government must actively seek and employ physically disabled people.

Similarly, Public Law 94–142 provides for the education of exceptional children in the least restrictive environment. It does not require every disabled child to be mainstreamed. When I entered this field, we were educating perhaps one-half to three-fifths of the disabled children in the United States. In some areas, the figure would be 90 percent, in other areas, 20 percent. This law is actually only a revision of previous special education laws, but it goes a long way toward letting people know that we must do something for our disabled children.

Public Law 95–602, The Comprehensive Services and Development Disabilities Amendments of 1978, encourages establishment of independent living centers for young, disabled adults. My firsthand observation, however, is that many of these disabled young people do not get the kind of support needed in order to make it on their own.

During the 1970's the National Institute for Handicapped Research was commissioned to supervise all the research and training centers around the country. We developed spinal cord injury centers, vocational rehabilitation evaluation centers, some centers working in the area of mental retardation, and some in the area of the deaf. The National Rehabilitation Information Center has begun to document the work of these centers.

Before going on, I want to emphasize that when we talk about blind and visually impaired people, the deaf and hearing-impaired people, and the orthopedically disabled or physically disabled, we are talking about a very broad, disparate group with problems that may be similar or different. The group includes youngsters who have birth defects, developmental and emotional disabilities, hidden disabilities like diabetes and sickle cell anemia, as well as people who are disabled in later life by diseases such as multiple sclerosis or other illness, accidents, or war injuries. Many of the psychological and family problems, such as parental and sibling reaction to the birth of a disabled child, may be similar, but there are many differences among physically disabled people, and we need to learn more about these differences.

Where does the library profession fit into this picture? I have been in this field for almost two decades and I have seen progress. Take the American

Library Association (ALA), for example. The division in ALA called Institution and Hospital Libraries was changed to Health and Rehabilitative Library Services Division (HRLS). Its purpose is to concentrate on serving disabled people who are coming into the mainstream. HLRS merged with State libraries and formed the Association of Specialized and Cooperative Library Agencies (ASCLA). ASCLA continues to work through the Division of the Blind and Physically Handicapped, the new Division of the Deaf, the Division on Aging, and so forth, in order to serve all disabled persons.

In information services, we have come a long way with the National Library Service; Recording for the Blind; the National Rehabilitation Information Center (NARIC), an information clearinghouse in Washington; and Closer Look, an information clearinghouse for parents. While we have exceptional child education abstracts, we need to index our other rehabilitation articles.

The public libraries have led the way in information services. Unfortunately, the kind of information services needed by the orthopedically disabled person is not readily available. For example, in many cases information such as how to adapt a home by installing wheelchair bathrooms or wheelchair kitchens is not available from public libraries. Sexual information and articles on new, electronic devices are also difficult to find at most public libraries. In many cases, librarians are not trained to locate this information. Consequently, anyone seeking it from the library will not be able to get it.

It is also unfortunate that many special schools do not have libraries, and that regular school libraries are not equipped to handle disabled children who are being mainstreamed.

We can help by instructing librarians in the sources that are available and by encouraging librarians to keep up with this material and to point people in the right direction.

The librarian should be a resource person for a school's staff, a person to teach the school's staff about the National Library Service and other resources available on disabled persons.

A few years ago we created a new field called rehabilitation librarianship because most rehabilitation agencies do not have libraries. This means that most rehabilitation counselors lack information specialists to keep them informed about new material. As a result, disabled people going to rehabilitation counselors may not receive the kind of down-to-earth help they need to hold a job. I see rehabilitation librarianship as a profession in the health science field. A person graduating with a degree in this field should get a job in a rehabilitation agency. Unfortunately, when rehabilitation agencies have money, the librarian does not receive much. Consequently there are few jobs available in these agencies but I think rehabilitation librarianship is important and that we should push for it.

Should our services be separate or integrated? This is something that will be discussed at this conference. My answer is both. Disabled people should be able to get into a library. Their reading needs and interests are the same as anyone else's. Their professional reading needs are similar. They should be served the way the rest of the public is served.

However, we also need separate services because in order to get permission to produce works in braille or in recorded format, we have to be able to assure copyright holders that only people eligible for the program will use the materials. You cannot lend special materials from the national library to persons who are not qualified to receive them.

Also in agencies, of course, handicapped persons would receive special service, so I think the answer is that we need both separate and integrated services.

What do we need to do in library education? We should institute courses about services to the handicapped in the library schools of the United States and Canada. I teach "Library Services to the Handicapped" at the Palmer Graduate Library School on the C.W. Post campus of Long Island University in New York. My course evolved from a seminar I once led. In this course we define disabilities and discuss attitudes toward disabled children and adults. Two of the 15 sessions are devoted to the informational needs of disabled people—the information networks, private agencies, government agencies, literature, journals, and so on. Two sessions are devoted to services for the blind, while others are devoted to the library service to the deaf. Frequently, I have a librarian who works with deaf children and adults address the class. For the deaf-blind, I sometimes show films, talk about the work of Perkins, and discuss the field of developmental disability, a field not covered in my book. My own book is an outgrowth of this course.

New materials are being published on children with Downs Syndrome, various learning disabilities, and emotional handicaps. We need to determine if we should deal directly with the children, if we should serve as backup people to the staff and parents, and if two courses, rather than just one, are needed. We may have enough material for three.

Further, we should have a course in health science rehabilitation librarianship. We also can develop a library service aimed at exceptional children.

During this conference we also need to discuss if a course should be taught on services to the disabled—adults and children—or if, for example, classroom techniques with exceptional children should be taught in school library courses. On a practical level, we must realize that few professors are enthusiastic about this program. Out of necessity we may talk about services to specialized groups. We also need to discuss whether auxiliary course work and interdepartmental work may also be needed.

One of our problems is finding qualified people to teach courses. We need to encourage and train adjunct professors who are working in the field to teach.

Another problem is that we do not always get as many registrants for our courses as we would like. This is because we do not know how to advertise them or when to schedule them. We should emphasize that they are continuing education courses and encourage librarians to take them. We should schedule them at convenient times.

In addition, most library schools and university libraries do not have the materials we need. Usually, I must bring my own materials when I teach courses at other facilities.

We are fortunate to have more materials available to us now than we used to have. I recently reviewed a book by Margaret Marshall called *Libraries and the Handicapped Child*. It is published by the University of Chicago Press and presents a British point of view.

In this presentation, I have raised several questions and focused on several problems that we will be discussing at this conference. I will be participating in the conference and I encourage all participants to help find solutions to these problems.

MR. CYLKE: Jim McGinnis is past president of the California chapter of the National Federation of the Blind and a patron of this library. He will say a few words about his views on the attitudes of consumers.

A History of the National Library Service for the Blind and Physically Handicapped

JIM MCGINNIS: I don't know how much you know about the history of the National Library Service for the Blind and Physically Handicapped program here. Many of you are aware that library services for the blind began 50 years ago through the Library of Congress. Before then, the blind had to struggle to get materials even in schools for the blind. Much of the material was in hand-transcribed braille. In 1931, about $100,000 was appropriated to print material in braille, and that was a lot of money then.

Around 1935, the American Foundation for the Blind developed talking books. In 1966 services for the physically handicapped—all people who could not use the print media—were included in the National Library Service.

In 1940, the National Federation of the Blind was formed, and it has become a strong consumer force. Frequently, the federation's input has been resisted. We have, however, brought about a different attitude toward the blind. We believe that all disabled persons should have the same services and materials available to them as able-bodied people have.

In the past 50 years, the National Library Service has grown and a great number of regional libraries have developed across the country. When the subregionals developed, the National Federation of the Blind had an aversion to them. Originally, the federation feared that a subregional meant a splintering off and even a diminishing of the supply of books available from the regional libraries.

In California, we have two regional libraries—one in Sacramento and one in Los Angeles. In 1970, San Francisco's Public Library System wanted to establish a subregional library. The coordinator of Adult Services in San Francisco advised the National Library Service that the public was not satisfied with the services received from Sacramento. If a book wanted was not available from the San Francisco location, the service would send a substitute. Moreover, the library for the blind and handicapped was located in the basement of the main San Francisco library.

I began a series of interview programs on a local FM radio station; the series was called "The Blind

in Our Society." I interviewed people who were responsible for providing service to the blind and also blind people who were working. They shared with my radio audience their views on how tough it was to get a job and how they managed.

I interviewed Miss Leslie Eldridge, a CETA (Comprehensive Employment and Training Act) worker, because I wanted to find out why the blind were not getting good service and why the library had so few books. (Miss Eldridge spent half her time working for the National Library Service for the Blind and Physically Handicapped and the other half on the Jails Project.) Five years had elapsed since the subregional library was started in the basement of the San Francisco Public Library and the facilities were still not easily accessible to the National Library Service patrons. I was surprised to find Miss Eldridge had an excellent grasp of the situation and a feeling for this program.

Shortly after that interview, Roberto Esteves, the librarian and director of the library branch that housed the National Library Service, received a grant to establish a communications center with which to integrate services to the disabled and the general public. Unfortunately, no one knew that services for the blind and physically handicapped were located in the communications center.

I began attending the mayor's and the board of supervisors' budget hearings in an effort to have Miss Eldridge transferred from the CETA program and placed on the National Library Service staff as a librarian, and to request a typewriter and other office materials. We received close to $20,000. I think it is telling that some of the library's patrons were opposed to us, because some of the children's books had to be moved to make space for the National Library Service program.

In 1977 we moved. That same year we also started a radio reading service, with which Miss Eldridge was very helpful. She did a program on library services, she read book reviews and other material pertinent to the library service, and she did interviews. She showed me what services could be offered.

Miss Eldridge started from scratch. Her only training was a master's degree in library science, but she was concerned that the blind be able to use the facilities at the library. Skeptics said that the blind would not leave their houses and travel to the library. The skeptics were wrong. The blind came and got books. This meant that a braille catalog was needed, so braille cards had to be developed. Miss Eldridge also began recording magazines that the blind had never before had an opportunuity to read.

Miss Eldridge also realized that the blind could not vote sensibly if they could not read the initiatives on the ballots, so she called the Registrar in San Francisco and suggested putting the ballots on cassettes.

We also have regular meetings to select books that we want to hear. We send our nominations to Mr. Cylke, and these books are often announced in *Talking Book Topics*. Often I have read many of the books on the list 6 months before it comes out because Miss Eldridge takes the time to advise us of what has been received in inventory and to tell us about some of the book reviews.

At the same time, the National Library Service began to produce more books and offer a greater selection. Mr. Cylke turned to flexible discs and now is able to produce books more quickly. This means that we are getting information faster: we have moved into the mainstream.

We also need more space in this building. The library is for the blind and the physically handicapped, but the blind cannot select the books from the shelves and the handicapped cannot get into the building. A ramp leads to the basement but there is no elevator to get to the appropriate floor. Moreover, the space where the bookshelves are located is so limited that handicapped persons in wheelchairs cannot maneuver around there.

We formed an ad hoc committee of patrons a few years ago. The committee contacted the city librarian, the library commission, the mayor, and the Board of Supervisors. The Board of Supervisors and the library commission passed the following resolution: "And therefore be it resolved that we recognize the right of the blind and physically handicapped to equal library service."

Leslie Eldridge began employing blind people. She hired a blind person to run the tape duplicator, and she used CETA funds to hire a blind man to be the braille transcriber. When the CETA funds were about to expire recently, we persuaded city administrators to hire the braille transcriber on a temporary basis.

At the same time, we sought to give our librarian, Miss Eldridge, some special recognition and to upgrade her position. We told the Civil Service Com-

mission that a category for specialists should be established. While they were not persuaded, they did recognize that one of the qualifications for that position is that the librarian must be able to read and write braille.

For the past 2 years, we have been trying to explain to the San Francisco city government what we need in library service. Twenty-five of us even marched on city hall in order to persuade the Board of Supervisors to pass an ordinance establishing (1) that there shall be a library for the blind and physically handicapped as a part of the San Francisco Public Library System and (2) that there shall be a qualified librarian to handle it. The proposed resolution included provisions for funding and for establishment of an advisory committee to be appointed by the Board of Supervisors. Nothing came of our proposal.

Right now, our librarian is taking a leave of absence. If she quits, who will take her place? Who can handle all the problems posed by the system, the library administration, the city's government, and the mayor's office?

The qualities librarians need for this service are simple: concern, lack of fear, love of people regardless of their disability, library expertise, an understanding of the needs of the handicapped, imagination, creativity, and a desire to advocate strongly for disabled people. An education system that can produce people like this is a successful one.

MR. CYLKE: Henry Dequin and Sylvia Faibisoff will now discuss the survey they have conducted concerning the attitudes of librarians toward disabled persons.

Results of an Attitudinal Survey

HENRY DEQUIN: As far as we know, nothing like this survey has ever been done before. I will present the theoretical base for the survey, and Sylvia will discuss the practical aspects of our study.

In gatherings of this kind, we often hear people say that attitudes are very important. This is true. You are probably familiar with Helen Keller's statement "Not blindness, but the attitude of the seeing to the blind, [is] the hardest burden to bear." Most recently, Itzhak Perlman, a virtuoso violinist who had a childhood impairment over which he triumphed, said: "For a handicapped youngster, the number one barrier to overcome is attitudinal."

And so attitudes—the attitudes of the total society and the attitudes of individuals in the society toward disabilities and disabled people—are of the utmost importance. In the past, attitudes toward the disabled have been quite negative, but as Ruth Velleman indicated, the attitudes of society have become more positive through the years. If we look at the history of Europe, this developmental progression has been chronicled in four stages. In stage 1, disabled persons were neglected and often mistreated. Stage 2 occurred during the spread of Christianity, when disabled persons were pitied and protected. Stage 3 was in the 18th and 19th centuries, when education and care of the disabled persons were provided in separate institutions. Finally, stage 4 occurred in the latter part of the 20th century. It is marked by greater acceptance of disabled persons in Europe and attempts to integrate them into the mainstream of society.

These four stages have their parallels in the history of the United States. For instance, in the first stage, during the years after 1776, disabled persons were generally neglected. Society made no provision for their education; they were just hidden away in various charitable institutions, or poorhouses. During the second stage, from 1817 to 1869, concern for the education of persons with disabilities, notably the visually and the hearing impaired, was displayed. Many States established residential schools or asylums for the blind, deaf, and mentally retarded.

The third stage in the United States began in 1869. It was marked by the beginning of special day classes in the public schools, in addition to continuing the residential schools. In the fourth stage in recent years, State and Federal legislation and funding have included numerous provisions for disabled persons.

As reflected in the changed public policy expressed in laws such as the Education for All Handicapped Children Act of 1975 and section 504 of the Rehabilitation Act of 1973, the general attitude in the United States toward disabled persons has been one of greater and more sincere concern. Today more than 50 percent of the U.S. public express slightly positive attitudes toward disabled people, accepting and treating them more as persons and attempting to integrate them more into the mainstream of life. Despite this improvement in attitudes toward disabled persons in the United States,

many negative ideas and wrong beliefs still persist, and inappropriate, inconsiderate actions toward disabled persons occur frequently.

While section 504 seeks to eliminate architectural and physical barriers to disabled persons, no law on the books can eliminate attitudinal barriers. We would not want such a law anyway. Yet attitudinal barriers are just as real as physical barriers, and they are much more difficult to change and remove. They are more difficult to detect because attitudes are more subtle, changeable, and elusive; they are sometimes expressed differently in various circumstances and situations. These attitudinal barriers exist within our society at large, within institutions in our society, within individuals in our society, and within the minds of disabled people themselves. These barriers, which are created by our society and its institutions and individuals, impose severe limitations and restrictions on disabled persons. To what extent these barriers exist within libraries and within library personnel we do not know. That is what our study is designed to determine.

During the past 15 years or so, the attitudes of able-bodied and disabled persons, adults and young people, school-age children, and preschool children have been studied in relation to all types of disabling conditions, as well as to disability in general. The attitudes of many professionals in the areas of education, medicine, social work, psychology, and other disciplines have been studied. The attitudes of employers have been studied. Researchers generally have found hierarchies of preferences toward disability groups. For instance, Warren and Turner's study, "Attitudes of Professionals and Students toward Exceptional Children" [*Training School Bulletin*, February 1966], used people in the areas of education, medicine, psychology, and social work. These professionals ranked exceptional children in the following descending order: academically talented; antisocial; slightly handicapped; mildly retarded; hearing-handicapped; brain-injured; and severely retarded.

Another study, "Teacher Attitudes Associated with the Integration of Handicapped Children," by Shotel, Iano, and McGettigan [*Exceptional Children*, May 1972], found that the attitudes of regular classroom teachers were relatively positive toward learning disabled children, less positive toward emotionally disturbed children, and least positive toward educable mentally retarded children.

One of the persons who has been very much involved in the study of the attitudes and the measurement of attitudes toward disabled persons is Harold Yuker, of Hofstra University. In volume 1 of *The White House Conference on Handicapped Individuals* (pp. 89–105), Yuker summarized the research on this subject and described a hierarchy of attitudes toward disabled persons that consists of five classes. The first class consists of people who have comparatively minor disabilities—those who are partially sighted or speech-impaired or hard of hearing, those with heart disease, or those with ulcers. That group includes many of us. The second class consists of persons who have lost one or more of their extremities. The third class includes people who have completely lost a major sense—vision or hearing. In the fourth class are people who are mentally ill. The fifth class includes people who have acute and chronic brain injuries such as cerebral palsy, epilepsy, or mental retardation.

Yuker has concluded that attitudes of able-bodied people are more positive toward persons with disabilities at the top of the list. He also concluded that attitudes toward disabled persons at the top of the list are easier to change than are attitudes toward persons at the bottom of the list.

We have found no studies that have investigated the attitudes of professional librarians, support staff members, library school faculty and administrators, or library science students. Little of the library literature directly discusses the librarians' attitudes toward disabled persons, or offers specific suggestions on how these attitudes might be modified in a positive direction. In contrast, an abundance of material has been written about other barriers, notably architectural ones, in libraries.

Many techniques have been used to measure attitudes toward disabled persons. I am not going to recount all of them now, but one that has been used frequently is the one that Harold Yuker and his colleagues, J. R. Block and W. J. Campbell, developed in 1959, as reported by Yuker, Block, and Janet H. Young in *The Measurement of Attitudes Toward Disabled Persons*. This scale, known as the Attitudes Toward Disabled Persons (ATDP) scale, was developed to measure attitudes toward disabled persons in general, rather than attitudes toward specific disability groups. It measures the attitudes of disabled persons or able-bodied persons. Another scale was developed by Lazar in California; it is

referred to as the Attitudes Toward Handicapped Individual (ATHI) scale.

In 1966 it was reported that the ATDP had been administered to approximately 15,000 persons in many different studies by various investigators. Since that time, it has been used in many studies. Marvin Shaw and Jack Wright, in their book on *Scales for the Measurement of Attitudes*, endorsed Yuker's ATDP scale for research purposes, so we decided to use it in our study at Northern Illinois University. Sylvia Faibisoff will discuss the results of our study.

SYLVIA FAIBISOFF: The definition of attitude used in our survey is "a persistent disposition to act either positively or negatively toward a person, group, object, situation, or value." Henry Dequin noted that we cannot legislate attitude, but we can legislate the elimination of architectural and print barriers or any other barriers that we believe have hampered effective service for the disabled.

Our conception of most persons' opinions or attitudes is based on observations or perceptions, rather than on empirical evidence. We cannot keep an attitudinal scorecard on our own feelings or emotions because so many factors in the environment, particularly socioeconomic ones, influence the way we act or react. Generalizations do not reveal what individuals actually feel or think. In our study, we attempted to find and present empirical evidence on the attitudes of librarians toward disabled persons.

Let me begin by observing that people in other occupations categorize or classify the disabled and recognize intuitively that they cannot assign services to individuals haphazardly, yet we optimistically expect all librarians to handle all types of people. Librarians, like all other human beings, react and respond. We wanted to determine the attitudinal scores of librarians—how do these compare with the attitudes of other professional groups? We may change our actions, but do we change our basic attitudes? What are the attitudes of able-bodied and disabled individuals toward persons with disabilities? How can we use the information that we have gathered and disseminate it to the largest possible audience?

Generally, papers presented at sessions like these get no further than the library audience, but the information should be disseminated throughout the world of educators. School librarians are particularly interested in our findings, and I am sure that public libraries, social agencies, and other groups want to know about our discussion.

Our study sought answers to some of the questions I have listed—but we did not embark on a project to answer all these questions.

We tried to keep the pilot project as simple and general as possible. We sought to learn about the general attitudes of able-bodied librarians toward disabled persons. As already noted, we used the Yuker attitudinal scale because it is well known and has been validated. Also, because the Yuker protocol was already developed, the results of our survey can be compared with the bank of data available concerning other professions. We felt that this was an adequate protocol for the pilot test.

We also established certain guidelines for this report. We did not try to test the attitudes of librarians toward particular types of disabilities such as blindness, deafness, physical disabilities, or mental retardation. In fact, we did not define the term "disabled persons" at all for the respondents. Also, we made no distinctions between disabled librarians and those without disabilities. The sampling was limited to public libraries in the State of Illinois. Illinois is an agricultural State, but it also has one of the largest metropolitan areas in the country. We felt this variable would give us some information about urban versus rural attitudes toward the disabled.

We decided to correlate certain variables with our general findings. For example, we wanted to correlate the effects of age, the effects of close contact (a relative or friend) with a disabled person, and the effect of workshops or seminars on attitudes. The demographic information we collected included sex and education of the respondents and size of the population with which they work.

The questionnaires were distributed to a random sampling of one-third of the 597 public libraries in Illinois. Of the 90 responses we received, 2 refused to participate, while 88 returned useful replies. We telephoned 17 libraries to find out why they did not return the questionnaires. Most responded that they had lost the questionnaire. Two said they did not intend to return the questionnaire because they did not work with disabled people.

Twenty percent of the questionnaires were returned from communities in the metropolitan area near Chicago. These, plus responses from three

libraries in East St. Louis and others in Peoria, represent urban reaction.

The remaining libraries that responded are scattered throughout Illinois. Almost half the libraries in the survey served populations of less than 10,000, where blind and disabled persons are relatively few in number.

We asked 20 questions—a large number—because we wanted the respondents' immediate reactions. When respondents received a questionnaire, they also received an answer sheet requiring them to choose among six responses ranging from "I Agree Very Much With the Statement" to "I Disagree Strongly." We used a Likert-like scale to measure responses.

In our analysis, the scores were recorded and converted. The scores ranged from 1 to 120, and in that range we found a very interesting distribution. As Yuker suggested, we found that the general attitude toward disabled people was positive. The mean score was 80.6, while the median was 79.5 The number appearing most frequently on this questionnaire was 73.

We had two peaks, one on the negative side and one on the positive. If we draw a normal curve based on the Kurtosis factor, we have a bell-shaped curve leaning toward the positive.

Only 40 of the persons who responded to our questionnaire were the persons in charge of the libraries. Often the directors gave the questionnaires to someone else to complete.

Only 59 persons responded to our question asking for the sex of the respondent. The average score for the 9 men was 84.6, which is positive; the average for the 50 women was 79.5. Interestingly, Yuker's tests indicated that women generally scored higher than men.

Of the persons who answered the question about their education, 31 had master's degrees, 16 had bachelor's degrees, and 1 had a doctorate.

Younger respondents proved to have a more positive attitude toward the disabled than did older persons. The 34 respondents in the group ages 20 to 39 represent 48.6 percent of the respondents; their mean score was 88. Respondents over age 40 had a mean score of about 75.

Three questions we asked were: (1) Do you have a relative who is disabled? (2) Do you have a friend who is disabled? (3) Do you have a family member who is disabled? The survey's results revealed that the attitudes of the 23 persons who had no contacts with the disabled were as positive as those of respondents with one or more contacts. The mean in both situations was 80.7. A person with a family contact was slightly more favorable to the disabled than one with no contact. Those with disabled friends did not score significantly higher than those who did not. Persons with family members who are disabled, however, had a more positive attitude toward the disabled (a mean score of 84) than did persons with disabled friends (who scored 74).

The last finding relates to whether a course or a workshop will change attitudes. We found that respondents' attitudes were not affected by courses or workshops. Persons with no experience in formal or informal courses had the same attitudes as persons who had taken courses. Both types averaged scores of 80 or 81. The total number of respondents who had taken a course on helping the disabled was small: 24 respondents had attended workshops; a few others had taken a library or related course.

Dr. Dequin conducted a very effective workshop at Northern Illinois University. When he followed up on the results later, he found that people who had participated in his workshop had increased the number of seminars, workshops, and services they offered to the disabled. But we do not know what attitudes these people had brought to the workshop, so the results measure their services, not attitudes.

What, then, have we learned from this survey? Perhaps as a result of this symposium we can decide what to do with this type of survey. Even though we found that the results were positive for this sample of public librarians, do we know what attitudes school, university, and special librarians have? Should we continue with this type of survey? Can we use attitudinal surveys in our course work? Should we distribute attitudinal surveys to students both before they take a course and after they take it to see if the course has had any effect? Will this action help us sort out those persons who should be taking courses in this field versus those who should not? I leave these questions for this symposium to decide.

MR. CYLKE: Gerry Jahoda and Harris McClaskey will talk about how service to blind and physically handicapped individuals fits into the library school curriculums at their universities.

Incorporating Instruction for Service to Blind and Handicapped Individuals into Library School Curriculums

GERALD JAHODA: I will describe the program on Library Service to the Disabled at Florida State University. First, I will outline the objectives of the program, then its components, and, finally, the rationale for having such a program.

Our objectives are twofold: (1) to produce graduates with the skills, knowledge, and attitudes that will enable them to work with disabled persons and (2) to conduct research and demonstration projects in this field.

We have three levels of study—the master's, the advanced master's, and the doctoral program. Admission requirements are the same as for students in other areas of specialization. For example, most students take 48 quarter-hours of the required courses. In addition, students in the Library Service to the Disabled program have a 6-hour internship.

We start with an introductory course on library services to disabled persons. This course is intended for students in the area of specialization as well as for students from other programs. I am not going to discuss the content, except to mention that we try to influence attitudes by having disabled persons in the community give guest lectures. We also ask the students to work in the library with some disabled students several hours a week and to develop relationships with them.

The next component is the internship already mentioned. So far, we have had internships with the local public library, the State library, a regional library, and a subregional library. After the students become acquainted with the library, they are asked to participate in one or more library activities. With the library supervisor and me, the students also work on projects; they make reports on the projects when they have completed them. This summer I am conducting an informal seminar with two doctoral students in which we are considering what we have in the way of materials, services, and administration in this field and how we get what we need.

There are also courses outside the library school —in the schools of communication, education, home economics, and social work—that are relevant. We encourage students to take courses offered through these other schools, courses such as the psychology of disabled persons, the rehabilitation process, electronic reading aids, transportation for the disabled, housing for the disabled, or manual communication skills.

The next component is the research and demonstration projects. In 1980, we completed a study on the state of public library service to physically disabled persons. This year we are starting on two new projects. One is the development of a manual for voice indexing for blind students on the campus; this manual will be tested on a group of blind students. The second project is one dealing with information and referral systems. The State Agency for the Blind has obtained a Federal grant to work with the rural blind in 10 Tallahassee counties. They want an information and referral system for the counselors and have asked us to help them develop material at all levels of government and in private organizations. The program is now in its second year. Last year we completed the first full year with three graduates at the master's level. This year we have two doctoral candidates and two master's students studying part-time.

In 1974, Hylda Kamisar of the National Library Service for the Blind and Physically Handicapped said, "Every public library should be a library for disabled persons." We agree, but we would also include school media centers and special libraries. In conclusion, then, our position at Florida State is that to train librarians to serve the disabled we need more than a single course. We need an entire program analogous to cataloging and reference as an area of concentration.

MR. CYLKE: When we discuss the training of librarians, we must consider the types of people we are attracting to staff the libraries, the types of work available, and the kinds of people attracted to courses in library services to the disadvantaged.

What we need are competent people who are familiar with the basics of librarianship and have an interest in people, but who do not have an overly emotional concern with specific disabilities.

About 20 to 30 schools offer courses in this area; however, the students who enroll in these courses may not be the people we want. We need people who are trained as generalists.

Alice Bryant did a study on this subject in the 1940's, which has been validated again and again, most recently in an article in the *Library Association Record,* published in Great Britain.

In essence, we need people who are first trained

in the basics of librarianship—cataloging, classification, research work, the use of reference sources, and so on—and who also have an ability to work with persons who have a disability and may be difficult to handle.

We want to attract people who are bright and alert and who, if offered a course in serving blind and physically handicapped individuals, probably would not elect to take it but, once exposed to the subject, would integrate the knowledge and skills gained to bring a personal and professional awareness to the community library, the academic library, and the general library.

When we talk about attracting people to library schools and graduating them with specialities in library science to the blind and physically handicapped, we must remember that there are only about 180 jobs available, and most are considered entry-level jobs. A person who gets one of those 180 jobs and performs at an adequate level will often be plucked out and given something "more meaningful" to do. As a result, we have had a 35 percent turnover rate in a 2-year period. The people who stay are either in a unique position, such as my own, or are not acceptable to their library administrations and are not promotable. And those who stay must be indefatigable in their dedication.

In my 9 years as Director of NLS, I have seen our $11 million appropriation become $32 million; nevertheless, this money is just a drop in the bucket toward equality of services. In the English-language area alone, equality would mean producing about 40,000 titles; we are able to provide only 2,000 of those. The questions I leave you with, then, are these: How can we achieve equality of service? And how do we attract and hold quality librarians?

Library and Information Services for Handicapped Individuals: The Curriculum at the University of Minnesota

HARRIS MCCLASKEY: At the University of Minnesota, we first try to make our library school students aware that different people in our society have different needs. I hope we can create an awareness in the group assembled here also, because we seem to be in a state of siege right now, as compared to when this particular symposium was planned.

If we are talking about library education programs, or any kind of program, then the basic realities of society, political ones included, apply.

There is a need to reexamine Federal programs. Many programs, including library programs, simply have not worked. In other programs, the Nation's interest is either peripheral or unclear. Library services, I am sad to say, seem to be an example of the latter.

We must all consider the outlook for all types of libraries, but one area of librarianship seems fairly safe in terms of funds—medical libraries. I suggest that we attach ourselves to this area and use the term "health sciences libraries" rather than "library services for the disabled person."

Medical libraries will fare very well for very specific, tangible reasons. They have high revenues and provide the information base for the medical community. That situation will not change.

The University of Minnesota has a course called "Library and Information Services for the Handicapped." I hate the title because it is biased, but that is the way our society and our librarians see the handicapped. That is one of our handicaps—that we perceive others as handicapped.

This course is part of the university's Health Sciences Librarianship Program, which has existed for a long time but which blossomed recently when the extramural grant program with the National Library of Medicine became available. This program is designed to prepare librarians and information specialists for the total spectrum of the health sciences. We have had the separate course "Library and Information Services for the Handicapped" for only 3 years. Because we offer a Master of Arts, rather than a Master of Library Science, degree, the graduate school has a great deal to say about what goes on in our program. Anyone who enters the Graduate School at the University of Minnesota must complete a research project and earn a minimum of four graduate credits.

In 1934, Perry Jones and Frank K. Walter, the University of Minnesota librarian, created a separate degree program specializing in hospital librarianship. Although it took 2 years for the first students to apply, a great number of people eventually worked under Perry Jones.

At Minnesota we also offer special certificate and doctoral programs. We have the research project which I already mentioned, and we require related field programs.

One area of major emphasis at the university is interdisciplinary education. The College of Liberal Arts, of which we are a part, has a new planning document in which this is a key element. Fortunately, library education receives priority because it is concerned with communicating at all levels within society. Students must take at least eight graduate credits in a related field. Some of the most popular related fields are social work, sociology, public health, physical medicine, health education, and developmental psychology. We have another interdisciplinary program in the area of aging.

We have a practicum that can be done in any library, based largely on the initiative of the student. We also have a formal program with the Mayo Clinic libraries in Rochester, Minnesota, and some traineeships at the Veterans' Administration (VA) Hospital in Minneapolis, which is a regional center. The Veterans' Administration has set up a smaller system, but it is not in the National Library of Medicine system.

Our program at the University of Minnesota is concerned first with users—including anyone who may be perceived as impaired in any way, temporarily or otherwise. Although we are concerned with the psychological and behavioral manifestations of disabilities, our primary concern is for the individual. We stress commonalities, not differences.

We are also concerned with understanding the history of handicapped services. How did they come about? I want to stress, too, that what we are discussing in libary education is only a wrinkle in time, not a long history. The services came about first because of interested individuals, and then because of a mandate from some legislative body. I contend that all libraries, regardless of type, must be involved to some degree. It makes no difference to me whether the people who take our courses plan to specialize in services to the handicapped. It has been my experience that anyone who works in the area of services becomes a better librarian because he is better informed and therefore better able to communicate. The courses have a "spillover" effect.

At the university we emphasize cooperation, as represented by the Association of Specialized and Cooperative Library Agencies (ASCLA). We cannot achieve anything in isolation.

Mark Medoff, author of the play *Children of a Lesser God,* which stars a deaf woman, said this in the playbill: "A funny thing is happening to me. I am feeling like a nicer human being. I am writing more humanely. For the first time in my writing career, I want to create full, sympathetic characters. Some part of me has heretofore hated something in my characters and conveyed that unsympathetic quality onto the stage. This change in my work comes from the particular associations I have had during the writing of this play. I've never had much respect for the nature of most humans. Suddenly I am awash in it and trying to write characters with a humanity equal to that of the people portraying and helping me to complete them."

I hope that will be one of the outcomes of a course of instruction in library education for people who will work with disabled persons.

MR. CYLKE: Now I'll turn the platform over to Eleanor Biscoe, who directs the National Rehabilitation Information Center at Catholic University.

Independence for Disabled Persons within the Context of Their Disabilities

ELEANOR BISCOE: On this Fourth of July weekend, as we participate in a symposium on "Educating Librarians and Information Scientists to Provide Information and Library Services to Blind and Physically Handicapped Individuals," I think the pertinent rehabilitation theme for discussion is the issue of independence. Therefore, I am taking the liberty of focusing my remarks on the need for library educators to insure that the picture of disabled persons as *independent within the context of their disabilities* is presented adequately throughout the curriculums. Only by dealing with the attitudinal level about *in*dependent and *de*pendent dimensions of disability can we successfully share knowledge about how to provide library services to disabled persons, that is, services that actually meet the needs of individual disabled persons seeking some form of library service.

In our efforts to serve disabled persons, we must be vigilant that we actually meet needs based not upon our assumptions about what disabled persons need but upon facts learned through dialog with various disabled citizens.

Let us look at the independence issue another way. Like any other service, library service that is not built upon a philosophy of maximum independ-

ence of disabled users will backfire and perhaps alienate the very people the library is attempting to serve. As service providers we can be full of good intentions, but we will seriously miss the mark if we do not base our service upon a philosophy which recognizes disabled persons' needs for independence and self-reliance, within the bounds of each person's disabilities and abilities.

Library personnel must have an understanding of their clientele to serve it well and this maxim is no less true with respect to disabled library patrons—present and potential. It is vital that the preservice level of library education for future library professionals and the inservice or staff development process (1) provide library personnel with information about the characteristics of disabled users and nonusers and (2) instill sensitivities among library staff members that some library users have impairments or disabilities requiring special services. Workshops, seminars, and other forms of sensitization about disabilities and the problems disabled people face need to be developed for all levels of staff.

Because some of our users have physical limitations, and, unfortunately, because society in general has historically viewed disabled persons as more dependent than independent, it is imperative that those of us in positions to influence attitudes of the able-bodied toward the disabled paint a positive picture which depicts the *ability* levels of our disabled neighbors, family members, colleagues, patrons, friends, and selves, if we too have a disability.

Our nation is conscious and alert, in the 1980's, to many of the problems our disabled citizens face, but we must remind ourselves that most disabled persons crave self-sufficiency, not dependency; that many disabled persons can and do contribute to solving some of society's problems at local, State, regional, national, and international levels; and that they are not just "special problems" that somehow require "solving." Let us not pick up the disabled as a "project" in the pejorative sense; let us simply, but enthusiastically, include people who have disabilities in everyday life.

Let us also encourage library leaders, both lay and professional, in both the public and private sector, to transmit confidence in our communities that many disabled persons *do* contribute to society instead of only benefiting from our society's social service programs.

We also need to remember that many segments of the disabled population—or members of any particular population group—may not be interested in library services or even in information itself.

What about disabled persons' information needs? Dr. Helga Roth, chief of the Clearinghouse on the Handicapped, U.S. Office of Education, has written in the *Drexel Library Quarterly* (16:48): "Handicapped individuals have the same information needs as the population at large, varying as to whether they are male or female, young, adult, or old, poor, middle class, or affluent, or poorly or well educated." Dr. Roth acknowledges, however, that disabled persons also have information needs unique to their condition. Consequently, information and referral operations and a national research center such as the National Rehabilitation Information Center (NARIC) are needed to serve specialized knowledge needs about disabilities and their ramifications. Library school students need to learn about specialized centers of information—the subject-specific libraries—and about the various sources of information that relate to disabilities of all kinds if they are to serve their users' needs. Note also that the professionals, nonprofessionals, and volunteers who work with and for the disabled have extensive information needs that all our libraries must meet.

Disabled nonusers of libraries, like other nonusers, are much more likely to learn to be comfortable with the library and seek out its services when they become involved in the identification and planning of needs and services, as well as through actual service delivery experiences which meet their information requirements. An involved disabled person will lead other persons with little library experience to the wealth of our country's libraries if that person will agree to get involved with our outreach activities. Positive experiences will encourage new or tentative users to explore additional involvement with the library. Negative experiences will not.

This theory of involvement is a universal human theme, applicable to every situation, every discipline, every nation, and every age. To me, involvement is the backbone of democracy and the wisdom behind effective management. Let us make sure that our librarians remember that and let us teach our students that what is true for involvement of able-bodied persons with "library consciousness" is true for disabled persons, many of whom have no library consciousness whatsoever.

So how do we establish and maintain a policy that

will insure that librarians are informed about the characteristics of disabled persons and their need for involvement and for independence? Here are some thoughts relevant to the library education process:

1. Whether the content of library school curriculums is "integrated" or "segregated" with respect to disability issues, courses that prepare students to serve disabled persons must infuse adult learning theory into the learning process in order for students to experience self-directed learning techniques and to absorb the concept of user involvement into library service management. Only with user-driven sensitization can future librarians provide library services that permit disabled persons to benefit from and contribute to library services as able-bodied persons do.

2. Library school faculty members should participate in continuing education to update their knowledge about characteristics of the disabled population and to improve their skills in handling the differing needs of people with different categories of disability. Often, persons with very different problems are lumped together as "the disabled." We need to particularize our service to meet each person's needs.

Many faculty members do not have enough current information about ways to incorporate disabled persons into the library process. For example, as a result of technological advances, devices are becoming commercially available that allow library nonusers to become independent users. We all need to keep abreast of technology and learn new ways to apply technology to the disabled in library settings.

This mandate for updating knowledge and skills should apply to all library school faculty members, not just to those who specialize in courses that address library services for the disabled in depth. Educators, too, need education; we all know that. It is the responsibility of faculties to develop a curriculum policy that treats "the disabled person as client" issue as an integral part of user studies. Disabled persons are users first, disabled second. This approach is not antithetical to developing specialized courses for library students who seek careers in rehabilitation librarianship or health science specializations.

Persons with disabilities, therefore, constitute a type of user but one with many variations depending upon the individual's interests and particular disability. Our faculties and our future librarians need to know as much as possible about disabilities and technologies available to help certain persons live more independently. Most of all, our library service providers need communication skills to welcome the disabled without overdoing it.

Frank Bowe, in his book *Rehabilitating America: Toward Independence for Disabled and Elderly People*, has written, "We usually regard the disabled people as individuals requiring assistance, care, protection, and charity." My hope is that librarians will not be guilty of the same. Educating ourselves and future librarians about the myth of disabled persons as dependent-oriented rather than independent-oriented is crucial because attitude pervades all the activities, programs, and services the library may develop to serve its disabled populations.

To illustrate my point about disabled persons' need for independence in the context of disability, I want to quote a statement by George Conn, president of the League of Disabled Voters, national legislative director of the Paralyzed Veterans of America, and nominated to be Commissioner of the Rehabilitation Services Administration. This statement appeared in an article by Evan Kemp in the *Washington Post*, June 7, 1981: "All over the country, people with disabilities are saying the same thing. We don't want to be protected, isolated, 'cared for.' . . . What we do want—and what we have been initiating—are programs that help us grow more independent, productive, and valued in society."

The message is that library science education and library service practices must echo this philosophy of independence, productivity, and value, and we must carry it out in our service. Our staff must both respect disabled persons' abilities and recognize their disabilities.

Kemp's article has more for us to consider about rehabilitation, dependence, and independence. He writes about Edward Roberts, the director of the California State Department of Rehabilitation, as follows: "In key respects, Roberts personifies the new disability movement. He was once denied educational funds—on the ground that he was 'nonrehabilitatable' by the very agency he now heads. Keen, witty, and able, he puts to rest stereotypical misgivings about the handicapped. Roberts' emphasis is on what he calls 'transitions': helping people move from one level of development to the next, and to the ultimate goal of independence

and self-reliance." Kemp quotes Roberts: "People with disabilities have taken the lead in calling for a change in the philosophy of our human services system. They are asking for flexibility in programs that respect the differences in people, and a shift in emphasis from dependence to independence."

Roberts helped found the Center for Independent Living in Berkeley, California. It is a prototype for more than 100 grassroots organizations operated by disabled persons to provide basic services to disabled persons by disabled persons. Judy Heumann, deputy director of the center and a member of the National Council on the Handicapped, has said that many governmental services and programs "foster dependence, disability, and isolation, when they should focus on independence and movement into the mainstream. That's why self-help is the keynote today."

That emphasis on self-help reinforces the need to include adult learning theory in our library school curriculums to facilitate independent learning for academic, social, and recreational purposes. Implications for library services and library education are clear from the following description of the disabled community by Miss Heumann: "The disabled community includes every race, culture, age, sex, and economic class. Membership is open to all, and most of us who live a full lifespan will join at some time."

In conclusion, let us reflect upon the belief that Frank Bowe shares with us about the "disability issue," as he states it in *Rehabilitating America* (p. 49): "My own answer revolves around my central belief in the *potential* of people who are disabled; it is a belief that sustains me in all of my work. And that belief holds that disabled people will achieve to limits defined, not by their disabilities, but by their abilities."

MY. CYLKE: As you have heard, Leslie Eldridge is the librarian at this subregional. She is going to talk about the philosophy of the NLS program and the program's problems as she sees them from the field and as they relate to educating librarians for this service.

Library and Information Services for Blind and Physically Handicapped Individuals in San Francisco

LESLIE ELDRIDGE: My philosophy is that blind and physically handicapped people deserve the same level of service as sighted, able-bodied people. I work at the subregional library level, which is the equivalent of a local branch library. I consider all of my 1,000 blind and handicapped patrons in San Francisco as citizens who should be as involved in their community as their neighbors, their friends, and their relatives. How can a subregional library promote this idea and get people involved not only in their library but also in their community at large?

First, let me say I am very enthusiastic about some of the programs we have tried here which Jim McGinnis has already mentioned. In order to present a realistic view of the environment in which the National Library Service operates, I want to describe these programs more fully and discuss some of our problems.

In 1977, with the help of a Library Services and Construction Act (LSCA) grant, we moved our entire talking-book library collection to the first floor of this branch. Very few of the 160 libraries in the NLS network have such an arrangement. Most of these libraries are like warehouses; they do not encourage walk-in traffic. If somebody wanders into the building and up the steps and past the "No Admittance" sign, they will talk to a librarian or a clerk, who will go behind a set of closed doors, pick out the appropriate books if they are on the shelf, and hand them to the patron.

Before we moved, I found that disabled people had no faith in their library, their librarian, or the National Library Service system. For example, they would call and ask for *Looking for Mr. Goodbar*, a very popular book, of which we had three copies to serve 500 people. Every time they called, we would say, "No, it is not on the shelf." They would say, "Sure, it's not on the shelf." Once we moved the collection, people could come in and see for themselves that the book was not on the shelf—that we were not lying to them, or withholding information. Hence, having the shelves accessible was a big step in the direction of gaining their confidence in the library and, subsequently, the program.

I also decided, when we moved, that I would do what I could to make people feel comfortable in the library and to provide a social and intellectual atmosphere, as well as a place where they would go when they had no other place to go. So I started a book discussion group; I picked a couple of titles and invited people to come and listen to the books

on cassettes and then to discuss them. Incidentally, let me add that I would be taking the same approach no matter who my patrons were. We had book discussions in the standard branch where I worked.

One of the most interesting sessions involved only three patrons in a discussion of *The Great Railway Bazaar* by Paul Theroux. I had prepared to lecture and had my paperclips here and there, but two of the three members of the group had, in fact, made the same journey on the same railways in the 1930's. What ensued was a most stimulating discussion of what India and Afghanistan were like 45 years ago. These three senior citizens do not have many opportunities to discuss their experiences, and after that wonderful afternoon, they left the library feeling better about their lives.

This morale boosting is, in fact, one of the main purposes of our program, I believe. With our free mailing privileges, our service is set up so that we need never see our patrons. They can telephone us, we can send them their books, and they can mail them back. That's it. But we have many senior citizens in our population. They listen to provocative books, but what do they do with the information? In many cases they call up members of the library staff or me to talk about the book for a couple of minutes. It is too bad that the experience of sharing ends there.

In our new quarters, we have set up a browsing collection, color-coding the covers of talking books and cassette containers for people with enough vision to distinguish colors and for friends and relatives of blind and handicapped people who check out books. We hired a blind person to braille the outsides of the containers, and we have volunteers making a braille card catalog. Thus far we have completed cataloging A to D. We expect to add another 100,000 cards before the system is totally operational.

When we first opened the collection, patrons would spend hours wandering around the shelves feeling the books. The common exclamation was, "I never knew there were so many books!"

Another program that illustrates the ideas of independence and involvement is our marathon reading of Charles Dickens' *Christmas Carol*. We had the second annual reading this past Christmas. We got braille, large-print, and standard-print copies of the book and asked everybody who wanted to participate to sign up for a 15-minute reading segment on the day scheduled. Some of the neighborhood people were astounded to learn that a person who reads braille can read as fast and as well as a person reading a work of art in print. Because we have this "umbrella" communication center with services to the general public, to the deaf, and to the blind and physically handicapped, our library sees more interaction than would be the case in subregional libraries.

One other program I want to talk about is the magazine Jim McGinnis mentioned. For 3½ years we have been publishing a cassette magazine containing 8 hours of local information read by community volunteers. The magazine is sent to 250 to 300 people in San Francisco and Oakland each month. To record this magazine we get the volunteers and patrons together in the library on the second Saturday of each month. The patrons are the audience while the volunteers read provocative articles. I had envisioned a great exchange of information and some debate between the two groups, but such a discussion has occurred only a couple of times. For the most part, I see this project as one of my successful failures. I finally realized that most people just do not make comments and that many of the members of the audience do not have much background information on the topics being presented. This is another area that we need to work on.

Now let me discuss some of our problems. First, we had a severe shortage of staff. I began as a temporary librarian, then I became half-time, with one full-time untrained assistant. Fortunately, the staff members are all very people-oriented and concerned about providing good service, and they do not mind working hard in a messy environment. Things worked out. Also, because of the participation of the talking-book patrons, we were able to obtain three full-time permanent positions at the time when Proposition 13 was seriously affecting the rest of the library system in California.

Space is our biggest problem. We have been working hard to improve the situation for the past 2 years, with no apparent success. We also have had a problem with the library and the city administrations. The administrators do not want to make decisions and will not listen to advocates for the handicapped or to the handicapped groups themselves. They have totally turned off. For example, when we had a letter campaign—almost 200 of our patrons wrote letters about the library to the mayor of San

Francisco—no one even got a form letter in response.

Another problem is that handicapped people often have no idea of what the public library has to offer them. When we were drawing up a master plan for the next 10 years of services from this subregional library, we asked for input from consumer groups. They had no idea that libraries had such things as restaurant guides, transit maps, and books to help civil servants seeking promotion. Some patrons thought we had only fiction and nonfiction books. The problem is getting the information about our services to these people.

Not only do we have a staffing problem but also we must act on behalf of 1,000 blind and handicapped people as their young-adult librarian, children's librarian, subject specialist, and so on. These roles should be shared by our peers. Unfortunately, the minute handicapped people appear in a branch or main library, they are immediately put on a bus and sent to this subregional library, even though we do not always have information or expertise in the appropriate area. The other libraries figure that handicapped people should go to the handicapped library. Trying to promote equal library service for this group of people is a big problem.

I do not know how many people here understand my motives for leaving my job. I think there is a great challenge out there that my library school did not prepare me for. In my short time with this program, I have found there are very few people who are prepared to do what needs to be done to meet the challenge.

When I was in library school, I kept a journal in which I recorded, among other things, my motivation for going to library school. What I said then was that I was interested in libraries as agents of social change because I thought I could make a difference in libraries without having to know anything about economics or politics. This is obviously not true. I have been overwhelmed by the politics of the situations in which I have found myself in the past couple of years.

I still believe strongly in people and in books. There is an exciting electrical current between the two. But I have not been able, to any great extent, to promote that current in the public library system, and I do not find many other people in the library —for all their degrees and positions—who are interested in doing it.

My honest evaluation is that there are two kinds of librarians: people-oriented librarians and card catalog–oriented librarians. Basically, I did not get along with most of the students with whom I went to library school; I consider myself a people-oriented librarian. I believe that too many librarians have an inflexible attitude toward the kind of service we provide. You cannot be rigid, precise, and neat in our job because our conditions are different. We have tried using volunteers here; they have to endure boxes in places where they will trip over them, cockroaches upstairs, and dirty mail sacks that are full of fleas. It takes an exceptional volunteer to put up with those conditions. It also takes an exceptional professional to say, "Look, that person got his information—he came to the library this week. He hadn't gone out of the house all week, but he came to the library." That is the satisfaction I get from my job; I can put up with everything else for that satisfaction.

MR. CYLKE: In our work, we are never a part of the mainstream librarianship. We have the largest and oldest network of libraries in the world, and we have the most advanced technology in bibliographic retrieval, but when the library world talks about networking, we are never mentioned. Others are not aware of our existence; in the literature, in committees, the National Library Service is the invisible man. The question remains: How do we train people-oriented people to serve a community which needs information and recreation as much as the sighted, able-bodied community, if not more so?

Phyllis, will you make a few comments before we break into two groups for discussion? Phyllis is the chair of the ASCLA Committee on the International Year of Disabled Persons.

PHYLLIS DALTON: I want to say a few words about our 20-second radio and TV spot announcement on behalf of the International Year of Disabled Persons—1981. The spot goes like this:

> There's unity in these words: "We love the same country, we care about the same things, we dream the same dreams." These are the words of disabled people. It doesn't matter whether they have a mental or physical disability. It doesn't deter them from working, reaching, or fighting for the same dreams as people without handicaps. Support the International Year of Disabled Persons and make the dreams of the disabled people become a reality.

The message I got from the President's Committee on the Handicapped is that we are truly at a crossroads with respect to the achievement of independent living for disabled persons. I can maintain a lack of bias in everything except the need for education in helping the handicapped. I strongly support library schools' providing realistic education for students in the area of serving disabled persons. Library education in this field can provide a positive base on which librarians themselves can build.

We also need more library equipment appropriate to accommodate people with disabilities, reference materials related to disabilities, accessibility to library buildings and facilities, employment of disabled persons on library staffs, and maintenance of a referral service on sources of help within the community.

Perhaps all these things can be brought together under the heading of "Attitudinal Awareness," or the "Lack of Attitudinal Barriers," but I doubt it. Attitude is something, but you surely need more than attitude.

Administering libraries need much information. We assume everybody knows about section 504, but they do not. There are so many specifics which administering libraries that work directly with people need to know. Attitudes are important, but so is an understanding of the needs and attitudes of disabled people.

What services should libraries provide to disabled persons, and what staff training should be provided to make the service effective? A good program can be killed by an ineffective, uninterested staff member.

Do librarians know how to use the ideas of disabled persons in helping their programs? I am now working entirely with disabled persons who range from some in wheelchairs to others who have disabilities that I do not know the name of. Do librarians know how to use the abilities of these disabled people? Anyone who says it is easy is very foolish, but the entire process can, at times, be most rewarding. At other times, it is simply debilitating. The scene is everchanging.

Our discussion groups today will focus on how we can provide the best education to librarians so that they can help people with disabilities. We will discuss whether that education should be a separate course, a degree-oriented curriculum, or something else. We will form small groups to discuss these matters; our discussions will form the basis for what we say when we go to the International Federation of Library Associations.

Dinner Address

CARMELA RUBY: The topic of my dinner address is "A Menu of Suggestions to Library Schools That Could Enhance the Capabilities of New Professionals to Serve Disabled People." I suggest that you try to implement the suggestions I shall make throughout your curriculum, not just in one special course. My hope is that each of you will find at least one of these ideas appealing and feasible.

1. Try to find some money to provide more incentives to students to prepare for service to disabled people. Give this matter some priority. I could not find any aid designated for this purpose or for assistance to disabled students in the 1981–82 *Financial Assistance for Library Education*.

2. Libraries have affirmative action policies that include employment of the handicapped. Help us fulfill that objective by your own recruitment. Become more familiar than you appear to be now with the full range of employment opportunities, special positions, and tasks that exist in libraries.

3. Require of every student some encounter—even if brief—with at least *one* facility serving the disabled: a center for independent living, an advocacy organization, an Easter Seal facility, an enabling center on a campus, or a local institution. Structure that assignment in such a way that the student learns how to *interpret* the information needs of these clients.

4. Save us working professionals a little time in inservice training and continuing education by preparing your students with the sharp awareness that wherever they work, they are obliged to give their attention to the whole population in their libraries' service areas. It is discouraging how easily we all fall into the routine of serving only our most obvious, assiduous clients, and only later look around us to see who else is out there to be served.

5. Assign even minor "research" in this field to your students and disseminate their product to practitioners promptly so we have the benefit of their findings as we plan our programs. For example, ask your students to find out from the campus enabling center why disabled students do not use the library. Working librarians have little time for research, al-

though they do try to keep up with the literature. All of us could gain from practical research, and even simple local studies could be helpful to libraries.

6. Use practitioners in the field of service to the disabled with your classes. I have reservations about the reliance of library schools on special guests to cover superficially what I believe should be integrated into your basic curriculum—even though I myself have been privileged to have been such a guest lecturer. You are overlooking an important resource if you do not draw on such practitioners. ASCLA is keenly aware of the amount of expertise its members have that could be tapped by library schools to prepare their students. Try to arrange for some of your informal symposia, discussions, or field visits to include practitioners in this field.

7. Get more materials about current library services and projects into your collections. I sense that your students do not know enough about such projects, but become very enthusiastic and interested when they learn about them. Some publications of ALA divisions are *not* on standing order; do not overlook titles that ASCLA publishes about disabled services. Also, the State libraries have large and interesting files that you could tap.

8. In your management courses, do some analysis using some of the hundreds of techniques that will make students deal with the hard choices that practitioners have to make: What will they give up in order to add a service to the disabled? How will they justify what are or are perceived to be the greater per capita costs of serving the disabled? What is the political balance between the traditional support groups for a library and the newly aroused advocacy, special interest groups?

9. Make sure a really broad approach is taken to selection of materials. I still see basic courses called "*Book* Selection Policies." Include all formats and levels in the basic courses; do not put all nonprint selection expertise into one elective audiovisual course. And please encourage students to think about policy statements that truly encompass all these materials, all these clients, and all these services.

10. Once a year, ask some key local practitioners in this field and some disabled people what one suggestion each would make to library students that would help those students serve the disabled. You need not necessarily set up another advisory committee—just identify one or two persons you can call and work with. To prepare for this talk, I spoke with two librarians in California. The next suggestions reflect their ideas.

11. Train your students how to appraise a library in terms of its physical access. There are several self-checklists that would guide students on a visit to a library and open their eyes to how it looks to people with disabilities—how they can get into the place, move around in it, see signs, reach for materials, and so on. Too often *we* handicap the disabled more than their disabilities do.

12. Inform all your students about the many jobs that disabled persons can do in a library. Supervisors find resistance among the able-bodied to employ the handicapped: "What can they do?" "It will be a lot of trouble." Educate your students to think more about the possibilities than the negatives.

13. Try to help your students to be better prepared to act, or react, to disabled persons or to know that they should seek help with this when they are on the job. All of us have unwarranted fears and blocks, and librarians in public service often are uncomfortable dealing with this problem. These services have a kind of emotional quality, sometimes sentimental, sometimes confrontational. It helps to understand the issues.

14. Alert your students to the "readers' advisory" aspects of helping the public learn. Just one example: libraries receive many questions from parents who want to find material about the disability of their child, or a biography of someone who has had a similar disability, or poetry or fiction to gain insight on a disability. I recommend far more attention to what bibliotherapists do in this field. I do not recommend training everyone to become a bibliotherapist, but I recommend learning from the bibliotherapist's experience. Also, I recommend learning from Brenda Dervin's research on how fiction can help people cope with their problems. Students need greater sensitivity about and sophistication in dealing with the content of our collections.

15. Alert your students to the range of service agencies out there with whom they can work. With the rapid growth of information and referral services in libraries, this information is very important. But it is important for basic planning for services. These agencies and organizations can help us locate potential clients and can advise us on serving them.

We fully realize that a library school is a particular setting for a particular purpose. Students cannot

learn everything in library school. But I am confident that library schools will find ways to tackle some of the issues I have raised, and that our new professionals will be better prepared and more enthusiastic about providing library and information service to everyone. Our efforts to enhance service to the disabled will make us more accessible to all—pregnant women with toddlers, the elderly, small children, the temporarily disabled—all of us.

Discussion

Discussion Groups

ELIZABETH STONE: Each of the small groups which met yesterday developed excellent ideas. This morning the two leaders, Gerald Jahoda and Harris McClaskey, will present the reports of their groups. Then we will listen to any other ideas you would like to insert for the record. There will also be an opportunity to raise questions and make comments. Then we will discuss recommendations to the Association of American Library Schools, the American Library Association, and the Round Table of Libraries for the Blind.

Group 1 Report

GERALD JAHODA: Our discussion group dealt with library school programs at two levels: (1) exposure of all students to library service to the disabled, and (2) specialization in library service for the disabled, which we shall assume means at the master's level, rather than the post-master's or doctoral levels.

While there seems to have been general agreement that all library school students should be exposed to the subject of library service to the disabled, there is some concern about how this should be done. As you know, the curriculums at most library schools are already crowded; it is difficult to get new topics into the required courses, and some schools do not have many required courses. In addition, some instructors are unwilling or unable to cover such a topic.

Several suggestions were made yesterday on how to introduce this topic in either required or elective courses for all library school students. A reference

in a course to a special happening—as, for example, the climbing of Mount Rainier by handicapped people—might lead into a question about unusual jobs that blind or deaf people have. That question might translate into a reference question. This could lead to a discussion about special resources, such as the National Rehabilitation Information Center (NARIC), which all librarians should know about. The discussion could also include information centers and other networks serving the needs of the disabled.

A class discussion of audiovisual material might include the contents of cassettes and touch on some developments in voice indexing.

Courses in administration could include a discussion of networks such as the National Library Service for the Blind and Physically Handicapped. Courses in information science might discuss the Kurzweil machine not only as a way of reading print but as a mechanism for getting information into machine-readable form. A computer course could include a discussion of how computers are being used to braille books.

Discussion of users' needs assessment studies should include the disabled as a large user group. And in a course in research methods, a study such as that of Sylvia Faibisoff and Henry Dequin on attitudes toward the disabled could be discussed.

When our group turned to programs at the second level, specialization in the area of services for the disabled, some members of the group expressed concern that once specialists are trained, they will not be able to find jobs. The argument for training specialists is that we should train people for library information jobs as a part of our duty to develop such jobs. The group agreed, however, that these specialists also should have the basic library courses, so that they could, if necessary, act as generalists as well.

There is no single type of position for librarians serving the disabled. There are a variety of jobs; two examples are rehabilitation librarian and coordinator of library services to the disabled in different types of libraries.

While we did not attempt to develop a curriculum for library service to disabled persons, a number of topics or concepts were suggested for inclusion: (1) a definition of disabilities, (2) information needs of clients, (3) specialized information resources (including human resources and service networks), and (4) developmental psychology (including adult learning theory and volunteerism).

Group 2 Report

HARRIS MCCLASKEY: I encourage everybody to read Eliza Drezang's article, "An Application of Decisionmaking Theory to Curriculum Change in Library Education," because it contains some important ideas about how our society is changing. As Ruth Velleman said yesterday, we've come a long way, but we have a long way to go, and we are continually presented with a variety of problems.

My group discussed a variety of subjects. I want to summarize our discussion and then make some concrete recommendations.

Much concern was expressed about the attitudes of librarians. Yesterday's presentation by Faibisoff and Dequin gave us some insights; I hope that their attitudinal research will be replicated and extended beyond Illinois.

Attitudes are very basic; they constitute one of the major barriers to service. Some members of the group believed that attitudes can be changed, while others felt the opposite. My own doctoral dissertation was on attitudinal research, and I think you can change attitudes.

Our group discussed the matter of individual librarians who have little empathy or experience with disabled people—that is, the problem of "human barriers." If we create an awareness by incorporating information into every course in the library school curriculum and expose every student and every faculty member, we will still find people with negative attitudes. They may be frightened or they may not understand the problem; in either case, they become human barriers in library service because of their attitudes. It is important to realize that some people should not be working in certain areas. In my own professional experience, I have encountered this situation many times. It can become very serious, because people in the wrong positions can retard or prevent services from being offered to the disabled.

Members of our group also expressed concern about administrative responses within the library education field from deans, directors, and so on. How do they feel about the development of services and the content of the services? What are their responsibilities? This concern evolved from our discussions

of politics—the dynamics of developing and selling ideas and programs. This is a political reality. It goes beyond the library school because here we are talking about interdisciplinary factors and a variety of people.

Identifying students with potential and recruiting them for this area of service are also matters of concern. Should library school faculty members be assigned responsibilities in this area? We must face the fact that we will probably find the same attitudinal differences among faculty that we do among the staff of any given library and we cannot assign some people to teach a course in sensitivity to disabled persons. This is one of the reasons I think the Drezang article is important.

One member of our group discussed the need for market analysis. Where are the jobs for the people who would be trained? There are jobs in medical information, as was mentioned yesterday. The medical information network will undoubtedly continue to be funded.

Our group discussed curriculum development. What should go into the general curriculum and into the specialized course? In discussing this matter, my group considered particularly bibliography— that is, the literature (whether it is print or nonprint)— and the content of the information itself.

At the University of Minnesota we teach health sciences librarianship. One requirement for Medical Library Association certification is that the medical librarian must know the bibliography of that field. The other thing the medical librarian must know is the administration.

The literature for library and information services for people who are handicapped is not biomedical literature, although the subjects are related. The literature in this field has grown exponentially in the past decade, and it will continue to do so. Intelligent reference work in the area requires knowledge of special resources.

Another matter of concern is the setting in which services can be delivered. Since World War II, services for the handicapped have been decentralized, and a variety of community-based programs have been instituted. We have heard much about normalization or mainstreaming lately, but these are not new ideas. They have been around for a long time. But the current funding problems may seriously affect services.

Another area of concern is equipment and new technology. I have been reading *Gutenberg II,* a Canadian publication that looks at future applications of technology. We need to be aware of trends and to consider them when we develop education programs. In the future, will everyone have the resources in their homes to get information? Or will we continue to have the information-rich, information-poor syndrome that has been the history of libraries? (The medical library world tends to be part of the information-rich.)

Many of our schools are now emphasizing information science, which involves all kinds of equipment, rather than library science. Our group discussed ways to incorporate technological advancements into library services for the disabled. We agreed that it is important to know where to go for the latest information on equipment. According to Phyllis Dalton, *Library Technology Reports* will publish a special issue to mark the International Year of Disabled Persons.

Our group also shared concerns about the education and placement of students who continue their education beyond the master's level. It is appropriate to consider this area of specialization as a post-master's course, and we must consider the matter of accreditation. The American Library Association's Committee on Accreditation has very clear standards.

Another question is how much can be squeezed into a 1-year course? Norman Horrocks, a member of our group, represents a school that has a 2-year program rather than a 1-year program for the master's degree. There are other 2-year programs in the United States, but his post-master's program allows for specialization. Students who seek the Specialist Certificate in Library Education, now available from a number of library schools, represent an audience for the specialized course.

I want to suggest a double master's for a person who has a master's degree and subject specialization before entering library school or who works concurrently on two degrees while in the library education program.

Not every library school can provide a specialization in library services to the handicapped, but a policy of "regionalization" could provide the opportunity for specialization in at least one or more library schools in each region.

In conclusion, our group made the following recommendations:

1. Ideally, every member of the faculty of a library school should be aware of the materials and services that exist for people with special needs, and the entire curriculum should reflect this awareness.

2. With respect to specialization as opposed to an infusion of the subject throughout the entire curriculum, the group recommends both, perhaps through a policy of regionalization. It is not possible for all library schools to offer a specialization, but many more than now are offering such a course could do so.

3. We should gather data on specific trends that affect the world of information and library service and consider these trends in terms of the specific needs of disabled persons. We need information on technological trends—computerization and the like—and on political trends, such as budget cuts that will affect our services. We also need to be aware of trends in higher education.

4. We need to make the American Library Association's Committee on Accreditation more aware of our concerns. If faculty members can be required to be aware of sexism, racism, and a number of other problems, our concerns can also be brought to their attention.

5. We endorse continuing education: institutes, symposia, and workshops. Each State library agency should be involved in continuing education; we recommend that these agencies not just offer something of their own, but tap the library education expertise in the field. The agencies should call upon members of ASCLA for help.

Comments

MARILYN NASATIR: I am a reference librarian at the Los Angeles County Public Library. Several people here have mentioned things I would like to bring to your attention:

1. A communications workshop would be helpful for teaching librarians how to deal not only with people who are easily identified as disabled but also with people who may have a communication disability that is not apparent until you start trying to provide service to them. For example, some people may be emotionally upset or reluctant to ask questions in a library.

2. With respect to data processing, librarians need to be better informed about current technology so that we can develop software packages for computer-assisted instruction to reach more people than we do now. Through increased home delivery of service, we can help people who may not be able to come to the library.

3. I would like to suggest grant writing and budgeting as specific areas to be included in library school curriculums.

4. We need improved community analysis in order to be able to identify people who need help but are not now being reached because we do not recognize them.

PETER HIATT: I want to add a point about the importance of communications. In the article that Harris McClaskey mentioned by Eliza Drezang, School B is the University of Washington, which has a 2-year program. One of the reasons the faculty there was able to institute changes and develop new approaches so quickly was that a specialist was brought in to teach the faculty communications techniques. As we consider recommendations to the Association of American Library Schools, we should consider ways to help the faculty communicate more effectively.

I would also like to ask Gerry Jahoda and Harris McClaskey to specify some areas of research that should be pursued by faculty and library schools.

PHYLLIS DALTON: I am a freelance library consultant. When I am scheduled to teach about library service to the handicapped, I send a bibliography to the intended audience before I speak. Frequently, I find that the materials I need—some of which are basic books—are not in the library. Other times, I put special packets together, but these packets are getting very ragged. I recommend that libraries have materials relating to the disabled available for people who are teaching.

GRACE LYONS: I am with the D.C. Regional Library, and I second that recommendation. When I teach, I always take my car trunk full of books from my own research collection. I have not been as intelligent as Ms. Dalton to ask that the materials be purchased. Perhaps we should all agree that the library where we are speaking should have a collection that reaches a certain level so that the staff does not have to rely on the speaker's collection. (Also, when we leave, the books go with us.)

I want to make another point. ALA standards require libraries for the blind and physically handicapped to produce a newsletter which goes to people who are on the rosters of the regional library. These

people are usually the most active handicapped readers in the community, and they pass the newsletter along to appropriate organizations. We should not ignore the regional library newsletters.

EDWIN C. DOWLIN: I am director of the School of Library Science at Sam Houston State University, and I want to add to the recommendations that have been made. I have no argument with any of them. I just suspect that we will publish a good set of proceedings so I recommend we do some "blue-skying" as we think about the structure of the problem here.

For example, perhaps Ruth Velleman could teach a course at two or three universities at the same time through a telephone conference arrangement. Through telecommunications, I could train students for 30 hours, and then they would study with Dr. Gerry Jahoda. The credits would be transferable, and the students would receive a degree from my institution or his.

I recommend to the American Association of Library Schools that we try a specific experiment in interdisciplinary or interschool specialists in this subject area. In this way, we will stimulate interest in the course content and in possible activities in the field.

ELEANOR BISCOE: I want to make a few comments about the resources we have at the National Rehabilitation Information Center (NARIC). NARIC is 4 years old, but particularly in the last year has it become better known in integrating rehabilitation with librarianship.

NARIC has two main files that you need to know about. One is bibliographic, that is, the NARIC computerized database. The key word to remember is "rehabilitation" and "rehabilitation-related" data within that database. The results of research by the Rehabilitation Services Administration and the National Institute for Handicapped Research over the years form the central core of the database. This research should be used. The file contains print and nonprint documents on physical and mental disabilities. All formats are cataloged and abstracted so one can retrieve bibliographic data regardless of format, and we have the actual documents in our Center, which we duplicate upon request.

During the next budget year, we will begin selectively indexing rehabilitation literature.

ABLEDATA is not a bibliographic file, but an equipment database. It is a listing of aids and devices that are useful for disabled people. The database has been under development for only a year, but by December 30, 1981, we will probably have approximately 5,000 items described in the database. The Rehabilitation Engineering Centers funded by the National Institute for Handicapped Research, NARIC, and the State of California Department of Rehabilitation have cooperated in the development of the ABLEDATA system.

The system works like this: The database is the national file. Designated information brokers will have the responsibility of interpreting data for clients. Because this is a private database, one may not tap it without going through an information broker. The information brokers will have rehabilitation product backgrounds and will be trained in information skills. The information brokers also develop local resource files to complement the national file.

Data come from several sources, such as rehabilitation engineering centers, commercial producers of equipment, entrepreneurs, and users. Each listing in the database will have the name of the device, its cost, the name of the manufacturer, the year the information was received, and some evaluations. The evaluations can include subjective user comments, objective comments based on documented research, or both. The two types of evaluation will not necessarily be available for each item; many devices will not have been tested, and, for others, users may not have contributed comments.

A technical review committee will be formed to evaluate the data and develop quality control mechanisms.

UNIDENTIFIED SPEAKER: Is there function access, so that you can find out what is available in the way of signaling devices? Are there key words or some kind of index?

MS. BISCOE: Yes, there is a thesaurus.

UNIDENTIFIED SPEAKER: Do you have a list of information brokers and do you know the cost of the information? Is this system online to the information broker?

MS. BISCOE: The list of information brokers is not available today. At present there are four, three in California and one in Virginia, but the list will grow in the next few months as we schedule the information brokers' training for November, here in California. Contact NARIC's ABLEDATA system manager, Marian Hall, for information broker listings.

With regard to the cost of information, as the system is now set up, an institution such as the Rehabilitation Engineering Center may say, "We want to have an information broker position. We will fund such a position, and we will belong to the ABLEDATA system." The institutions may cover costs in different ways, so the costs may vary.

UNIDENTIFIED SPEAKER: May I suggest that some consideration be given for educational price setting?

MS. BISCOE: I am sure the costs for schools will be nominal because the system exists to facilitate utilization of research and dissemination of information. I do not believe any costs assigned will be prohibitive, especially when you compare them with the database fees that you are already paying to access information.

DR. STONE: Can one get information directly from the database by phoning NARIC?

MS. BISCOE: At this time you can access the ABLEDATA system file only by going through an information broker. Remember, this system is only 1½ years old and it has a long way to go, but we are very excited because it is operational now. Many persons have contributed—and continue to contribute—to its success.

DR. HIATT: When you say "private database system," does that mean there is no Government involvement in this? What assurance do we have that this system will continue?

MS. BISCOE: When I said "private database," I was contrasting this system with public databases that are directly accessible. If you have your own terminal and a subscription to Bibliographic Retrieval Services (BRS), you can access the NARIC database at will. You pay to do it, of course, but it is a publicly available database.

The ABLEDATA database is one of many files that are labeled "private" in that you need a password to get into the database. ABLEDATA is funded by the National Institute for Handicapped Research, which funds NARIC, and we have a contract from the State of California to carry out database development, training, and publicity work.

The system is part of NARIC at this point. In time, the ABLEDATA system may be self-sufficient.

DR. STONE: One of the ways to assure continuing funding is to have heavy use, so we hope that you will use these databases.

UNIDENTIFIED SPEAKER: Are you saying anybody can use this database through an information broker? How does someone actually use the system, and what is the cost?

MS. BISCOE: Any disabled person, professional person, or just interested citizen can use the NARIC information. This information is made available through the Government, so you do not pay for the information itself. You pay for any packaging of that information, such as photocopying or binding. The same is true of ABLEDATA. The ABLEDATA file is a combination of commercially available materials, equipment, and so on.

For example, a disabled person or professional person working with the disabled tells the broker, "I want to know what kind of stair glides are available." The broker will search the national database, find that there are six or seven basic types of stair glides, and share that information with the client. The broker will also say, "Now, locally, here are some places you can buy this product and have it installed or repaired."

There is no standard fee predicted for this brokerage function; cost will depend on which institution is hosting the information broker. NARIC has no fee at this time for completing any information requests. NARIC charges only for photoduplication or online search of databases other than our own.

DR. HIATT: Is NARIC the clearinghouse for the inputting of this type of data and equipment?

MS. BISCOE: NARIC has a contract for the input of the data. We actually subcontract that work with various vendors, but we are responsible for the technical quality of the database.

FRANK KURT CYLKE: The National Library Service has developed a catalog of all its materials—about 35,000 titles. The catalog for the Recording for the Blind is about three times that total; however, they produce only one copy. These materials are online, and available through the National Library Service. Perhaps it would be useful to experiment with the manipulation of databases in library schools, using the NARIC and our databases. There is no charge for using our private database, and you can have the password by asking for it. The only charge is for hookup and for the manipulation.

We also provide at no cost—no honoraria or travel costs—speakers for library schools. All you need to do is ask, and we will supply a person.

DR. STONE: How does someone get on the NLS mailing list?

MR. CYLKE: All you have to do is ask. We mail out more than 25,000 newsletters bimonthly. Every library school and public library in the country is on our mailing list. Unfortunately, when libraries get our newsletters, they shelve them in the Government document section of the library.

RUTH VELLEMAN: I want to mention a few things that have not been covered this morning. I agree with Dr. Jahoda that we cannot draft a curriculum here; that would take weeks or months. What we have done is achieve an awareness among some of you who are new to the field, and we have picked one another's brains.

With respect to the Yuker attitudinal survey, I suggest that some research be done on revising the scale. The author himself, I believe, feels it is perhaps elementary. So many people have been touched by disability, they cannot take the test objectively.

As for locating our course work in the health science curriculum, I agree with that idea if we are talking about rehabilitation. We also need to locate courses in the school librarianship curriculum for library service to disabled children. Last June when I spoke to the Medical Library Association, I called upon health science librarians to expand their curriculums in this area, and they agreed that this kind of information should be included in hospital and institutional libraries. This is an area we did not mention here specifically. Most hospital libraries provide two types of service; one is the medical library for the staff, the other is the book trucks for patients. Most librarians are struggling to get money and staff to develop consumer-advocacy information. Incidentally, one of the sponsors of this symposium, the R. R. Bowker Company, recently published a book called *Consumer Health Information*.

The information field is changing very rapidly. Some 15 years ago, I attended an audiovisual conference in Atlantic City. There were no librarians at the meeting. Most participants were young men who had majored in education technology. The subject had nothing to do with librarianship, but they were moving very quickly into the vacuum in libraries where librarians were hesitant to try anything new, such as paperbacks or machines in the libraries. The library schools woke up in the nick of time and began including media specialists in school library courses.

The same thing is happening in the field of information providers. Lenox Hill Hospital has television technicians producing materials for patient education; the program is not being produced by the library, but by technicians. If we are not careful to revise our library schools to meet this challenge and provide information of this type, we will miss a great opportunity.

We have not discussed special education, and perhaps any course work or specialization should start with that point. In this connection, I want to address the matter of independence for handicapped people that Eleanor Biscoe mentioned. I have twin nieces, one of whom is able-bodied, the other of whom—Jill—is severely disabled with cerebral palsy, a quadriplegic. Jill cannot communicate so that many people can understand her, but she is very bright, which is unusual, since, in many cases, cerebral palsy involves brain damage and retardation.

Jill is now 31 years old, living at the Boston Center for Independent Living. What Eleanor Biscoe said about independence touched me deeply, because parents play such an important role in the development of disabled children. Professionals who work with the disabled can contribute, but Jill's parents, through sending Jill away to camp, providing travel opportunities for her, and the like, have been able to make a severely physically disabled person both mentally and emotionally independent to the fullest extent of her capacity. It took a long time and was very expensive.

Jill got a bachelor's degree; in fact, she graduated magna cum laude. In looking for an independent living project for Jill, we found that some places were not sufficiently structured for severely disabled people. A number of persons are needed to supervise and teach the disabled how to make the transition to independent living.

As librarians, we also need to remember, as Kurt Cylke said, that not every disabled person is going to be a library user. Do not worry if you cannot reach all disabled people.

Many States believe that because the National Library Service has a mandate to serve the blind and physically handicapped, the States have no responsibility to help the handicapped. Also, as Leslie Eldridge said, there is a tendency to send the

handicapped to the handicapped library even when they need regular reference sources and referrals.

Incidentally, on the subject of disabled persons using libraries, when I was encouraging the public libraries on Long Island that have an equal access plan to publicize the fact that they were physically accessible, they expressed concern that they might get a flood of people they could not handle. I kept saying, "What flood? Two little kids in wheelchairs from Freeport to Baldwin."

In conclusion, I think that we covered a lot of material, but we did not talk enough about service to the deaf. I think the 1980's is going to be the decade of service to the deaf. Our schools need to teach more about the sources of information and services that are available to the deaf. We also should discuss the controversy over the oral method versus the signing method of communicating with the deaf.

Let me also point out that the Library Service for the Disabled features three members from the Library Service to the Deaf section of the Association of Specialized and Cooperative Library Agencies in its first newsletter.

DR. HIATT: I would like to point out to an audience composed of practitioners and library school educators that I have not yet heard any practitioners talk about their responsibility to their own library schools. Library schools generally get little support from university administrations. Our budgets are low. It takes years to get needed equipment. Academia moves slowly not because of a lack of awareness, but because it takes time to get funds to institute courses.

We are talking about a tremendous program and I agree that we need it. However, it will take 2 years, even 3 years, to do it effectively. Keep this in mind when you get a request from the library schools for funds for equipment, for faculty to teach continuing education courses, and for stock development. This is a two-way street. The practitioners and the library educators must work together, and that means supporting them with funds.

MS. VELLEMAN: I always include grant writing in my course because the students ask for it. Last year the Council on Library Resources gave the Palmer Graduate Library School a grant to retrain librarians in information science. Yesterday we mentioned that some retraining funds might be available.

Recommendations for the Association of American Library Schools, the American Library Association, and the Round Table of Libraries for the Blind

DR. STONE: These ideas are stimulating, but action usually follows recommendations to specific groups. We have identified the Association of American Library Schools, the American Library Association, the Association of Specialized and Cooperative Library Agencies, and the Round Table of Libraries for the Blind within the International Federation of Library Associations (IFLA) as groups to which we want to address specific recommendations. We will now hear recommendations for each organization.

DR. MCCLASKEY: We are concerned that the ALA Committee on Accreditation and Standards be aware of the need for services to the blind and physically handicapped persons. Our discussion group did not go so far as to make specific recommendations as to how this awareness should be effected—whether there should be a specific mention in future revision of the standards—but we want to create awareness in the committee and in the teams that visit various schools.

With regard to the ASCLA, at one time there was a joint committee of the former Library Education Division and the Association of Hospital and Institutional Libraries. The ASCLA should probably look into coordination of this type.

NORMAN HORROCKS: This week the American Library Association adopted new priorities, the first of which is access to information. Access to information seems to be what we have been talking about in this symposium.

DR. MCCLASKEY: We should work out some mechanism for better cooperation among library educators and practitioners. Turf should not be more important than users.

DR. HIATT: I believe it is important to have disabled people here to give their reaction to what we are saying about them. We need two-way communication. ASCLA is the best place to do it. We have few members of the American Library Association who are disabled; the rest of us are what we called in our meeting TAB, or "temporarily able-bodied."

MS. BISCOE: The Office of Library Personnel Resources serves as a clearinghouse for personnel-

related information and materials for its members. Shouldn't ASCLA act as a clearinghouse for library education, including continuing education, in the field we have been discussing? NARIC, the National Library Service, and others can help, but ASCLA would be the best place for this clearinghouse.

DR. STONE: The ASCLA office does serve as the clearinghouse for questions that come to ALA about the professional response in the fields that ASCLA represents. One of the largest is Services to the Disabled.

Anything like a major clearinghouse project has staff impact, but this is not to say that the suggestion is inappropriate. The literature and information on services in our field are growing, so collaboration among several agencies, including NARIC, would be helpful. Also, State agencies maintain files on current information that can be tapped.

DR. HORROCKS: First, I want to remind ASCLA that the Policy Monitoring Committee of the American Library Association's Executive Board asked the library service to bring forth a revised statement for inclusion in the policy statement of the association. This has not yet been done, but Alice Hagemeyer is working on it. I hope that ASCLA will then raise sufficient support within the Council of the American Library Association to see that that is adopted. One of the things that ASCLA should do a little more of is lobbying councilors and members of the executive board.

Second, the ALA Policy Monitoring Committee met with the ALA Standards Committee and revised the whole section in the *Policy Manual on Standards and Guidelines*. You should talk to members of the ALA Standards Committee to insure that appropriate guidelines are developed and included.

DR. STONE: I recently visited the Association of Executive Directors, which has headquarters in Washington, D.C. For topics on which they receive many requests, they have developed information packets. Perhaps ASCLA could also provide information packets on some key topics.

It comes down to the importance of being able to summarize, synthesize, and include only the most important things. You would not have to reproduce everything. You could have bibliographies and lists of key resources in these areas. The Association of Executive Directors has key documents and one or two case studies in each area, and a bibliography.

MS. DALTON: The International Year of Disabled Persons Committee will have a public library action kit with materials on all disabilities. The Public Libraries Association will coordinate this project. These kits will go out on interlibrary loan and will not cost us anything except postage.

DR. STONE: We could distribute materials on interlibrary loan or we could offer them for sale at cost.

SANDRA COOPER: ASCLA is trying to develop a deaf action kit that includes several materials to help people develop and promote library service to the deaf. Our public information office publishes *National Library Week* booklets and a *Call Your Library* campaign booklet that give ideas on developing programs and working with local community resources, including the local media. When we return from this symposium, we will examine the kinds of materials we would want to include in an information kit. Such a kit will not be available immediately, but we can keep you informed.

DR. STONE: This year the American Library Association is going to conduct a nationwide search for ideas to create awareness of library services. We will be looking for outstanding programs that have increased public awareness of services to the disabled. Announcements about this project will be sent out soon.

MS. LYONS: I want to suggest that ASCLA personnel be available to other library agencies, such as the Medical Library Association, which are looking for program material for their own annual conferences. These groups might be happy to have a package proposal from ASCLA.

DR. STONE: Service clubs like the Lions also might be interested.

MS. NASATIR: Speaking from the field again, I would like some guidelines for setting up a hierarchical information and referral system—hierarchical in the sense of local, regional, and national levels—so that we are better equipped to deal with our patrons' needs at the local level.

DR. STONE: Let us turn now to some suggestions for the Association of American Library Schools.

UNIDENTIFIED SPEAKER: Let me remind you that the AALS is the association for people who are interested in, or who deliver, library education. With the demise of the Library Education Division of ALA, the AALS has taken on a more assertive

stance and now is the principal line of communication with library educators.

DR. MCCLASKEY: Our initial recommendation is that this symposium be reported to members of AALS through the *Journal of Education for Librarianship*.

As for research suggestions, first, I would like to see a well-designed study of nonusers of libraries. Second, despite the problems that are associated with it, more attitudinal research needs to be done. Third, research on the applications of technology should continue. A great deal of what we know about applications of technology grew out of studies of exceptional children. Fourth, I want to suggest the *Pathfinder* newsletter as a model for presenting information on various user groups, such as medical technicians or clinical psychologists. Ruth Velleman mentioned a fine publication, *The Exceptional Parent*, which has introduced the lay public to the needs of all kinds of children.

DR. DOWLIN: I wonder if the resource persons whom Carmela Ruby named as being available from the ASCLA could help in research programs at our library schools. I am speaking of independent study programs, but not doctoral-level research. We would not expect these people to visit the schools, but if they could advise on what needs to be done and provide some technical guidance by mail, it would be most helpful.

DR. MCCLASKEY: I think that would be tremendous.

CARMELA RUBY: I do, too. That is just the sort of idea I would like to take back to the association.

DR. DOWLIN: I also suggest using new technology and new techniques to deliver educational services to students. For example, we might experiment with teleconferencing, having some national resource person present a 3-hour course for a consortium of library schools to expose students to the latest developments in a topic. Students find it exciting to participate in a teleconference.

DR. HIATT: We have used this technique on occasion, and the phone call is really quite inexpensive. It is amazing the number of busy people—some of whom are right here—who will agree to sit in their offices or homes in Washington, D.C., and talk to a class in Seattle for 1½ hours.

DR. DOWLIN: A telephone call is considerably cheaper than the airfare to Washington.

DR. STONE: The University of Wisconsin at Madison has pioneered in the area of teleconferencing.

UNIDENTIFIED SPEAKER: I want to know if the library schools have any budget, however modest, for guest speakers, such as resource persons for a symposium. Do they have money to buy technical assistance for research? Also, how do I develop a prospectus for our membership calling for volunteers with credentials to help provide technical assistance?

DR. MCCLASKEY: The budget situation varies, but this is the International Year of Disabled Persons. How do we follow through after this year? I think it is significant that we have multiple sponsors for this symposium, and I suggest we take note of who the sponsors are.

With respect to recommendations to the Association of American Library Schools and the Association of Specialized and Cooperative Library Agencies and IFLA, when we have international visitors in this country, why not send a group of these people to speak to library schools? Sending a few people to the schools would cost more than a telephone call, but not that much more, and it might be very worthwhile to send two or more really well-informed persons to visit library schools.

MR. CYLKE: Last year, we provided hospitality for about 150 foreign librarians from 1- to 3-day periods in Washington. Under your recommendation they could have been invited to speak to the library schools at the University of Maryland or Catholic University—unless you want to modify your recommendation to include teleconferencing. This year we had six Japanese librarians for a total of 22 days while they learned to set up the program for the blind in the library of the Japanese Diet. We would be delighted to notify you in advance who is coming and make arrangements with the telephone system.

UNIDENTIFIED SPEAKER: The Association of American Library Schools is now mapping out its program for the next 2 years under the presidency of Harold Goldstein and Bill Summers. The theme is library education. I think we should write the two presidents and try to convey some of the content of our discussion as well as the spirit in evidence here.

DR. STONE: That would be good. Now Kurt Cylke and Phyllis Dalton will take recommendations for the International Federation of Library Associations.

MR. CYLKE: Representatives of 90 countries have

participated in the past five meetings of IFLA. Unfortunately, the relationship between our group and IFLA is not as close as we would like. The best we can do is to transmit the recommendations to the Library Education Group of IFLA while we work through the practicing librarians for the blind and handicapped to bring influence on their national libraries. Some of the libraries—for example, those in Norway, Sweden, and the Netherlands—have been quite successful in the past. In any case, many of the recommendations made here today are applicable abroad, with some modification in the names of organizations.

DR. STONE: Do you visualize the recommendations just going to that professional education group? Explain your Round Table of the Libraries for the Blind.

MR. CYLKE: The Round Table is composed of 90 members who represent 90 countries. The libraries for the blind and physically handicapped around the world are primarily charitable social service organizations located outside the governmental and educational structure. Because they are social service organizations, I suggest that recommendations be made to the IFLA Library Education Group through ALA or ASCLA. It is somewhat presumptuous for me or for other Round Table members to speak in any authoritative way about education.

We have made an effort to attract as many blind and handicapped persons as we can to our Round Table meetings. We believe in visibility. To involve the user community, you must use your identifiable users and your intellectual users. Thus far we have had no deaf participants, so we do not have sign language translation.

With respect to the exchange of technology—both materials and equipment—let me catalog some effects of the standardization of technology: We have the international interlibrary loan of materials, the international sale of English-language books outside the United States and the purchase of books by the United States, and the establishment of the Braille Center in Africa representing the library associations in 15 African countries. The Canadian National Institute has purchased 12,000 to 15,000 machines from us and switched its entire system to ours; 85 percent of the Canadian collection is, in essence, an American collection. South Africa and New Zealand are doing the same thing. That does not make me happy; we do not want to take over the world. I'm concerned that the other countries will have American libraries and not libraries that are representative of those nations. They are collecting American materials because they lack funds to produce their own.

MS. RUBY: I want to start an informal network that cuts across organizational lines and constraints. IFLA will disseminate information on networks and similar subjects. For the purpose of this symposium, however, I am focusing on the disabled and am pleading for selective reporting. We do not need a report on the entire conference, but just a report of highlights that would interest us.

At some point, IFLA should consider interpreters for the deaf. It has been said that one does not know how many deaf people can use a service unless the service is offered. Deaf people might attend the IFLA conference if interpreters were provided.

MR. CYLKE: The question here concerns communication in the broadest sense. For example, people who are members of IFLA, who have attended an IFLA meeting, or who have exhibited any interest in the disabled become part of the informal network. Each year IFLA sends 24 mailings to the 250 people on their mailing list. Information also appears in the *IFLA Journal;* moreover, the NLS *News* has at least one full page containing summaries of reports from 12 to 15 countries each month. The full reports of the meetings are put into the ERIC (Educational Resources Information Center) and LISA (Library and Information Science Abstracts) systems.

If you want to communicate with IFLA, you may subscribe to any of the publications I just mentioned. Last year, bimonthly mailings cost $18,000; that figure indicates that a considerable amount of material is being sent back and forth between countries.

Let me add that communication in general is of great concern to us at NLS. We make a real effort to communicate, as I am sure NARIC and others do. Communication takes more than time and money. It also requires that the recipient of a communication request, read, and participate. Once we know that a person is interested, we can communicate with that person more fully.

Concluding Remarks

MS. DALTON: To bring this symposium to a close, let me summarize my impressions. Differ-

ences exist among us concerning the training of persons to serve people with disabilities. We are searching for programs to broaden the horizons of educators and the horizons of people with disabilities.

The success of library service to disabled people depends not only on our ability to serve but on requests from the disabled persons themselves. As we become more familiar with the programs and technology, we also become more familiar with their limitations.

Evaluation of our work occurs all the time. Ideally, we should take similar measurements at intervals to determine the patterns that exist in what we are doing and to determine how we can improve our efforts. It seems to me that we are unerringly on target, that we are turning imagination into reality.

We know that disabled persons have misconceptions of their rights and abilities to use the library. It is very important that we teach disabled persons how to use the public library.

We need to persuade disabled persons to participate in developing library school programs. We need to impress upon them that they have a responsibility to help with the programs you are teaching.

We need to offer new programs in the library to reach nonusers. Some programs would be innovative, and some would be old ideas presented in a new form. At the same time, we need to be aware that people tend to have an unreasoning fear of innovation.

We need to inform librarians about the realities of serving people with disabilities—to make librarians and disabled persons aware of one another's perspective. Alice Hagemeyer talks of "communicating with hearing people." Her terminology at first startled me because I am used to saying "communicating with people who are deaf," but we both are talking about mutual understanding.

If we can help promote a positive attitude in the public toward persons who have disabilities, we will have made a good beginning. I hope we can do a great deal in this International Year of Disabled Persons and beyond.

Appendixes

Appendix A

Summary of Recommendations from a Group of Participants Who Met Informally after the Symposium, July 4, 1981
Submitted by Father Jovian P. Lang, OFM

1. Service to the disabled must be part of the total library service. This service should not be viewed as something to be added as a new program, but rather, as something that is a part of the ongoing service to all library patrons. This idea must be established in library school.

2. Job modifications that are necessary before disabled persons can be hired are usually easy to arrange. Some staff members may need to be informed and encouraged to accept the hiring of the disabled.

3. Beware of burnout. We are all human; we may need a sabbatical, after which we can return refreshed and filled with new and better ideas.

4. State libraries and library schools should work together to provide service to the disabled.

5. The American Association of Library Schools should facilitate the exchange of ideas and materials among library schools. It would be helpful if library schools consulted among themselves about which courses should be offered where, particularly which library schools will offer special programs concerning the disabled.

6. Each library school should work to reeducate all members of its faculty with respect to the needs of the disabled. "Reference to the Handicapped" should not be taught as a special course; and no one person should be expected to be the expert in handling disabled persons. Instead, all faculty members need to understand that ideas concerning the dis-

abled would enhance their courses, and they should plan how to fit these ideas into each of their courses.

7. Workshops may be helpful to educate both students and faculty. Workshop ideas include using videotape packages, bringing in resource persons from the community (registered nurses might be qualified to discuss aspects of disability), and employing discussion of personal experiences (your own or those of qualified persons in the community).

8. Library school courses might incorporate discussions of the concept of death, with the aims of teaching everyone to accept the idea of death and eliminating the fear of death for the disabled and others.

9. Librarians need to understand how the political process works and how to use it, particularly for raising money for library needs for disabled persons and for others.

10. Persons who have outlines of courses are requested to send them to Rev. Jovian Lang, OFM, Division of Library & Information Science, St. John's University, Jamaica, NY 11439. He will try to select the important ideas from all the courses and present a coordinated report to all interested faculty members.

Appendix B

Recommendations Reported to the International Federation of Library Associations, August 1981
by Phyllis Dalton

The Symposium on Educating Librarians and Information Scientists to Provide Information and Library Services to Blind and Handicapped Individuals recommended with regard to library education:

1. That every member of a library school faculty be aware of the resources available in this area of education and that all members of the faculty be reeducated to include this type of service;

2. That specialization in library education be undertaken to meet the needs of people with disabilities;

3. That awareness be developed concerning library service to people with disabilities among the faculty and the students as to the total specific needs and that an awareness be maintained of current trends in this area;

4. That the awareness of the Committee on Accreditation be raised concerning the need for education for library service to people with disabilities;

5. That continuing education in this area of library service be carried on by State library agencies, ASCLA, and people in the field;

6. That we develop an international exchange of information in the library education related to library service to people with disabilities;

7. That pertinent resources be readily available when courses of any length are taught in this area of service;

8. That these possible means of providing education in this area of service be explored:

a. regionalization of library education,

b. institution of a posters education program,

c. exposure of all library school students to the provision of this type of library service,

d. independent study,

e. curriculum guide exchange among library schools,

f. teaching through practicum programs, traineeships, internships,

g. sensitization of all graduates of library schools to this type of service,

h. publicizing of an exchange of information through regional library newsletters.

The symposium further recommends with regard to the International Federation of Library Associations:

1. That IFLA provide the means for identifying those involved, as academics or practitioners, in library services to blind and physically handicapped persons around the world;

2. That IFLA provide an interpreter for deaf persons at its meetings;

3. That IFLA work toward standardization of vocabulary concerning disabilities;

4. That IFLA provide selective reporting of its activities to those involved in library services to blind and physically handicapped persons.

Appendix C

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